THE JOURNAL OF EDUCATION

Volume 122 OCTOBER, 1939 Number 7

The Generic Feminine

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Teaching Is Such Fun!
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And 47 Other Articles, Editorials, Features, Book Reviews and News Items

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The Editors Say . .

The launching of our first fall issue is always an event—the culmination of much planning for your enjoyment and profit. We trust the range and timeliness of the articles are such as to bring each of you a great deal of stimulus and many worthwhile ideas.

Possibly you have noticed the change of cover design—and we hope you will find the JOURNAL does not get lost so easily on your desk or reading table.

As for the so-called features—we have Dr. Garry Myers back with his "Classroom Clinic" after what seems a long interval; Everett Perkins continues his "All in the Day's Work" which every one makes a point of reading; and now Byron Kirby of platoon school fame starts a series of commentaries we have ventured to title, "It Seeme to Me."

We welcome Randall Penhale to our editorial board. Though his splendid "Horizons" feature of the last year does not appear in that form this month, Mr. Penhale has contributed anonymously and his name will emerge shortly as a by-line.

Another staff member who renders much valued assistance behind the scenes is Lewis Chrisman. This time he gives you another of his signed articles, always an inspiration to better teaching.

Short Story Contest

Can you write a truly interesting story—not over 1500 words in length—dealing with school characters or situations? Well, then, go ahead. Mail it to the Journal Story Editor, Six Park Street, Boston, not later than December 15, 1939. (Be sure to enclose self-addressed, stamped envelope—just in case.) A first prize of $20, a second prize of $10 and several of $5 each, will be awarded.

Most of you remember with pleasure the short stories we have printed in other years and will look forward happily to some more of them. So pass the word along, won't you? And why not try your hand at writing one yourself?

Keeping Up with the World

"Danzig"—"The Polish Corridor"—"The Anschluss"—"Czechoslovakia"—"The Sudeten Area"—"Memel"—"The Rome-Berlin Axis"—"The Peace of Munich"—"Results of the War In Spain"—"Albania"—"Palestine"—"The Japanese In China"—

newspaper headlines scream these words. To understand them, young people need to study up-to-date geographies written clearly and simply and equipped with new maps showing present-day conditions.

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The JOURNAL of EDUCATION

ANSON W. BELDING, *Editor*

VOLUME 122 BOSTON, OCTOBER, 1939 NUMBER 7

EDITORIALS:

World at Lessons

Ideals Need Not Perish

A world which for twenty years had hoped against hope that there would never again be a war of major proportions between western nations, has seen its hopes shattered with bombs, torpedoes and bursting shells. It is a bitter, blood-stained earth that greets the rising sun each day. And human hearts are heavy with this renewal of an old, old curse.

What of our ideals in such a crisis? Shall we let them perish? Is there nothing left by which the bowed spirit may be lifted?

Humanity's ideals are not dead. They need not, must not die.

Ideals are forever clouded with realities. They are balked and hindered by human weaknesses and failures.

Ideals of peace have been growing despite forces that have led with such seeming inevitability to war. There has been a degree of war-resistance that has caused grave incidents to be overlooked, national honor to accept humiliation. But at last the breaking point . . . and then this war.

Long and weary is the climb for mankind from its animal to its spiritual plane. Civilization as yet is but a name, an aspiration and a far-off goal.

Instead of abandoning our ideals and our faith in their ultimate attainment we ought more than ever to keep the altars lighted and the incense rising to the skies.

Noble thoughts can still be cherished, spoken and passed along. Man's case is by no means hopeless. The leaven of justice and kindness is at work even today. Mankind will not give up its struggle until it reaches the light.

Amidst the wrongs, the selfishness, the cruelty, the deception and the folly of this present hour, millions of heroic souls refuse to let go their hold upon that which is invisible but eternal.

"Heil, Moscow"

Nazi and Soviet ideologies—it transpires—were never so far apart as they pretended to be. At any rate, two dictators engaging in power politics have managed to put aside their differences for the moment. And Poland is dismembered.

A lot of wishful thinking, both in Great Britain and elsewhere, lies behind the predictions that Stalin will be the undoing of Hitler. As the distinguished war correspondent, Sir Philip Gibbs, expresses it: "The Russian bear will bite the German throat."

The Hitler-Stalin aspect of the European conflict will be the one most interesting thing to watch. Indeed it furnishes a touch of comedy. It started with "Heil, Moscow!" from the throats of Berlin Nazis.

Good Morning, Mr. Chips

Many of us have seen the screen portrayal of "Good Bye, Mr. Chips," and all who have not will want to do so. It is a delightful picture.

The beginning teacher will find encouragement in those scenes in the early part of Mr. Chips' career. Yet they may be troubled a little to understand just how his initial failure was turned to success. To be roughhoused by one's first class and then to become a respected and beloved teacher—how could this be accomplished?

"Authority" was the key word in the headmaster's prescription. One element that turned the tide for Mr. Chips was the firm support given him by his chief. A caning for every lad in the class. That was drastic medicine, but canings were in fashion and actions must be judged by the times in which they occur.

To understand what took place within young Mr. Chips that made the difference when he stood before his class the second day, is not so simple. A sense of determination, of self control, of power in reserve must somehow have been conveyed to his pupils. Mr. Chips had resolved to surmount his own fears. He would not be overridden by a bunch of unruly youngsters—and they knew it.

Authority—discipline—co-operation—these words suggest the evolution of teacher-pupil relationships between then and now in most schools. But the first day of teaching is still a trial of strength between teacher and class. The moral support of a principal is as needful as ever to the novice. Friendly and comfortable dealings may come later. The new teacher will be challenged at first to prove he or she possesses that idefinable something which, in the old days, was called "authority."

Youth Revolt a Myth

A girl in her twenties remarks that it was bad enough for her generation to have encountered a ten-year depression without having to face a world war. Young people of our time have most certainly not found life reaching out a welcoming hand to them. Not without reason do they regard themselves as an unwanted generation.

Has the situation made our young people bitter? Has it driven many of them to radical movements?

Does the average young person in America blame the older generation overmuch for the mess it is handing down?

Our answer is that most young people are remarkably reasonable and patient. They seem to perceive that there is no way of pinning the responsibility upon any individual, group, nation, economic system or human institution for the out-of-gearness of our present civilization. They realize, most of them, that it has never been put into gear—that the parts have never been put together with a definite skill or purpose, but have been assembled only by a complexity of pulls and pushes. Nor is there any human power of intelligence equal to the task of constructing a smooth-running, perfectly functioning mechanism of social happiness for all. Sad conditions can only be righted slowly—through a spread of good will and wise endeavor.

A new publication called "The Youth Tribune" has just been launched here in Boston by a young man who believes there should be an organ of conservative youth. And the editor of this attractive little news sheet devotes part of his first issue to a declaration that the so-called "youth revolt" is just a myth.

He is probably right, so far as the rank and file of young people are concerned. A good deal of the revolt we have been hearing about has been artificially produced by adults who wanted to organize something and took out their desire on the more bewildered young folk.

Lie Detector Wanted

Propaganda is not necessarily untruthful or harmful. In its essence it is merely an attempt to make a lot of people believe what someone wants them to believe. It is the advocate or special pleader presenting his side of the case. The difficulty is to sift and weigh propaganda and supplement it with the omitted facts.

Europe has been having a war of propaganda—first as a preliminary of the World War renewal, next as an accompaniment. Britain and France made their first air raids over German territory with millions of leaflets printed in German and intended to inform the German people of the allies' viewpoint regarding Der Fuehrer. Meanwhile, Der Fuehrer had tried to stifle foreign propaganda by forbidding Germans to listen to foreign broadcasts—and imposing a penalty of imprisonment or death for telling others what one has heard from such a source!

Any government that takes to itself a monopoly of propaganda may mold the opinion of the unthinking, but it rouses the suspicions of the more intelligent.

Here in America, we shall continue to be bombarded with propaganda from both sides and the middle. We shall hear exaggerated reports of defeats and victories; of cruelties allegedly committed by one side or the other. We shall need to consider the sources of our news. Reports labeled "official" may be far less reliable than those written by trained observers who are more or less neutral—especially if these reports are taken outside the warring countries to be despatched.

In the absence of a dependable lie detector, we may well suspend judgment as to the truth or falsity of many reports until there has been a piling up of evidence.

Indeed, one mark of a truly educated person is this ability to avoid hasty conclusions, and to hold emotions in check until facts are known. It is the emotions much more than the reasoning faculties that the lie-makers wish to reach.

Courses in recognizing and evaluating propaganda are often urged upon the schools—by parties using propaganda to defeat propaganda. But who is qualified to teach such courses? And might not the proposed courses create an impression that lying is more common than it is?

Course or no course, every good teacher will stress the importance of tracing statements to their sources. American children will learn, when someone begins "They say," to inquire "Who says?" and "Why did he say it?"

How To Save Democracy

Embargoes or no embargoes, we can and must keep the United States from joining the war in Europe.

If any of us imagine it is our duty to "save democracy" by aiding our former allies with military forces, let us remind ourselves of the last war and of how futile was the effort we then made.

Here on the two American continents we still have an opportunity to work out the experiments of democracy and peace. To do this successfully will be a far greater contribution to mankind than anything we could accomplish by entering a war which no one can win but all must lose.

To be drawn into this war is neither our duty as a nation nor our destiny. No iron hand of Fate will compel our entry. To think in these terms is not to think at all.

Our determination to stay out of the war needs to be buttressed by our belief that this is both possible and right.

Let us not undermine our own confidence and that of others by carelessly remarking, "Oh, it's only a matter of time before we'll be in it." It need not happen.

The Generic Feminine

EDWIN R. COULSON
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Santa Monica Junior College
California

Gentlemen, this is a sad story. "Teacher," as you know, is mostly feminine. But this is only the beginning!

FOR countless ages grammatical custom has recorded the assumed superiority of man over woman, even to the extent of using the pronoun *his* to indicate the possessive of man or woman. In our school days we were taught that the sentence, "Everyone is expected to do his work," referred to a member of either sex. For who fails to recall in this connection the time worn bromide that "man always embraces woman"? But a new era is upon us—one in which the actual dominance of woman is moving as slowly but as surely as a glacier over man's domain. As a result, custom is giving rise to the generic feminine. Current grammatical usage seems to indicate that it soon may be correct to change the sentence, "Everyone is expected to do *her* work."

Perhaps this ancient masculine custom could be traced to some pre-feminine era — some strictly masculine age, one in which Norsemen swooped down from their barren country to ravage the more desirable sections of Northern Europe. Or perhaps it could be traced further to the masculine and enlightened aeon in which the Neanderthal man captured a mate and made her *his*, and the tribal scop or historian recounted the triumphal achievement in a strophic lay. Be that as it may, the exact period in history in which the masculine usage first gained acceptance is a matter for the philologist, the ethnologist, or the student of ancient history to determine. The older usage has been accepted for so long that few may have noticed this gradual and insidious change that is taking place. Our problem is to trace some of the ramifications of this new feminism.

Almost every phenomenon may be explained today by pointing the accusing finger at woman and speaking vaguely about "feminine prerogatives," "new freedom," "single standards," and the like. Since much is to be said for usage and custom, we may follow precedent.

One is not at a loss for evidence of this new mode if he (or she) listens to speeches, conversations, the radio, or reads magazines and newspapers. This condition is true, especially if the writer or speaker is a woman.

Even the new fad of printing unsolicited testimonials indicates that two fields, movies and advertising, show evidence of this new tendency. The following excerpt from a recent magazine advertisement is an example in point:

"Dear——You can't imagine the strain of film work. Without plenty of vitality a person can't make a go of it—can't keep looking *her* best. Diet, of course, is tremendously important and I've been told bread is the best food for energy."

The italics are the author's, and are used for emphasis. The writer of this testimonial, a woman, may have been thinking of herself when she used the word *her* to agree with *person*, or she may have succumbed unconsciously to the usage of the new era.

Even the "ad" writers do not feel that the word *he* adequately covers both genders. The following is an example of the cautious and inclusive approach:

"If someone should receive from you, this Christmas, fifteen or twenty new novels, over two hundred vigorous short stories, one hundred and fifty articles on American affairs—he'd more than burn the Yule log, wouldn't he, or she?

"Then send him THE SATURDAY EVENING POST! It contains all the good things mentioned, and more."

Just the other day I was engaged in reading another adult article which aimed to aid the parent in stemming the irresistible tide of modern youth on the flood. I read:

"The modern child who has been brought up to exercise moderation in all things, to learn to do without, is not going to be troublesome when *he* or *she* is given the use of the family car."

"But," you object, "the *he* or *she* is simply for emphasis."

"Granted," I reply, "but it may show a transition in the author's thought."

For in the very next sentence we find:

"It is the child who has had everything, who has never been refused permission to do what *she* wanted, who has, perhaps, not even had to ask permission to do as *she* pleases, who is going to lose *her* head when *she* is given the freedom of the road."

An article in another magazine shows much the same tendency in usage although the problem is treated as one affecting the mother rather than the child. The following grammatical usage is indicative of a sociological change.

"What about a mother who builds up her ego by having a 'show-off' child, one who must always have the prettiest dress, the lead in the church play, the best marks in class, and so on? Poor preparation, say I, for a world that doesn't care whether you are a microbe or a whale, so long as you deliver the goods. After being tied up in blue ribbon and set

high upon the family pedestal, it's hard to climb down and plod along in the procession.

"Some mothers, the kind who baby their children, want to keep them babies as long as they can, but life is a changing business; and no child, if she is normal, remains at a fixed point. One mother was so enraged at a daughter who moved away that she wrote semi-annual letters of such bitterness that they produced a nervous breakdown."

One may object that the quotations are not taken from the "better" magazines. But one must remember that the "better magazines are the faithful guardians of accepted usage, whereas from other sources come the locutions which account for the constant change in language. Let us get back to the quotations. The emphasis upon the feminine is indicative of many things. The articles were written by women who served in the capacity of authors, and who quite likely had assumed the masculine discipline of the children. Of course, it may be just a coincidence, but to either author the child who presented a problem was a girl: in one it was a problem of *her* adjustment to the uses of the family car, and in the other a mother's failure to consider life as a changing business and to realize that a child, if *she* is normal, cannot remain static.

Unquestionably the problem of youth has changed in the past few years. Although youth in its general sense formerly meant boys and girls, the boy was the problem, and the guardians of youth were concerned with popularizing the old refrain, "Where is my wandering boy to-night?" and the girl's actions were not public matter but were relegated to the closet along with the other specimens of the family skeleton. Now the hue and cry from the present generation of guardians is "How can the modern girl know the exact quantity of liquor she can imbibe without losing her dignity?"

The social problem for the older generation is also largely feminine. The old political shibboleths of the "full dinner pail" and the "eight-hour day" have given way to such social phrases as "the woman in business," "The woman in politics," and "is woman's place in the home?"

In giving information to guide writers of newspaper publicity, one church organization has prepared detailed instructions and rules for procedure. There is no indication that these writers of church publicity are women, yet the following notice is given:

"*Length* of the story often determines the position which it receives in any publication. If a press chairman considers a story important and desires good space, it is necessary for *her* to write a long story composed of interesting facts."

This new locution has invaded the sanctums of the professional groups. It would be an easy matter for one to point out that in the golden days of Plato and Aristotle the pedagogue, i.e., the teacher, although serving somewhat in the capacity of a gentleman servant to the young student, was to all intents and purposes a man. But this ancient, if not honorable, profession was one of the first to feel the inroads of the feminine of the species. Even today, although many teachers are men, the feminine pronoun is used in the generic sense. Such statements as "the teacher gave *her* students an assignment," or "the teacher is interested in *her* educational advancement," never cause the slightest or most imperceptible raising of the eyebrows, or the twitch of a supersensitive ear. If, however, the sentences were changed to "the teacher gave *his* students an assignment," or "the teacher is interested in *his* educational advancement," it would cause the eyebrows to resemble a parabola and the eardrums to mistake the noise for thunder—that is, if such were ever used.

Many instructors of the King's English have joined the movement to make the term effeminate. In a teaching journal we find one of the sex, in making a committee report, lamenting the maladjustments of the English teaching assignments. We read: "It is generally conceded that a teacher cannot do as much for 175 students as *she* can for 125." And further in the same article, the statement: "Even an experienced and conscientious teacher, if *she* is burdened with several preparations, necessarily slights some of them. The experienced teacher is so appalled by the burden of work confronting *her* that *she* is apt to become indifferent to the effectiveness of her work."

That feminine teachers, speaking for a mixed departmental group, or for other mixed or numerically more masculine groups, actually disregard the older generic form for the newer expression may cause only mild interest. But the fact that the newer form appears to be gaining ground defies the principal law of English instruction, which reads that common usage varies inversely from the form taught in the classroom.

Examples from the teaching field could be cited in endless profusion, varying from the faculty meeting presided over by administrators untrained in English to the ineffectual institute speaker who remembers only that his elementary education was a constant feminine surveillance.

The teaching profession, so-called, has been among the first to experience this change. But there are some individuals so unkind as to refuse this evidence as irrelevant, maintaining the while that all teachers of whatever gender are by nature feminine. For such harsh critics other, more positive evidence must be offered.

But the teaching class is not the only professional group to feel the inroads of the feminine. An attorney reminds me that the time-bound terminology of the law shows signs of breaking under this new order.

It is apparent that this phe-

menon is permeating the entire social structure and that this change is slowly seeping into our subconscious thoughts. The feminine ascendency is surely making itself felt.

It is little wonder that the generic term for the mixed group shows signs of disintegration, and that the low ebb of the masculine form should correspond to man's humble position. For it is an axiom of grammatical construction that current usage follows custom.

My crystal glass is too hazy at present to give accuracy to any prognostications. However, this tendency to substitute the feminine for the masculine in many walks of life may result in further grammatical changes to keep pace with changing conditions. Probably the best conclusion that can be reached at the present time is to let every one decide the problem for *herself*.

Home Room As Guidance Center

RAYMOND I. BEAL
Principal, Junior High School
Portsmouth, New Hampshire

THE junior high school is a highly socialized organization. New pupils find themselves in an entirely new atomsphere in which they have had no past experience to guide them. Guidance, therefore, should play a very important part in their school life. In fact an organized program of guidance has become an indispensable part of all modern secondary school curricula.

The guidance program should be designed to aid the pupil in matters relating to the curriculum, to the vocational choices to be made, to social activities and to the upbuilding of school spirit, citizenship and morale. It should be void of red tape and unnecessary record keeping. It should render a real personal service to each pupil coming within its scope. A successful organization must include such a program and the homeroom is the true center of moral influence in the junior high school. Here attitudes and standards with reference to health, neatness, effort, conduct, scholarship, and harmonious group living are established and seem to persist not only throughout the day, but the week and year. The degree to which these attitudes and standards are developed is due in part to the homeroom teacher's establishment of ideals through example, suggestion and group discussion, and in part to her wise management of individuals.

A very definite homeroom organization has been a part of the guidance program in the Portsmouth Junior High School for several years. Each homeroom teacher has become a counselor and every pupil has become an active member of his group. He is either an officer or a member of some homeroom committee. This calls for one-hundred per cent participation and provides an opportunity for each boy and girl to make a contribution to the life of the homeroom or the school as a whole. This contribution may be in the form of performing the duties of a homeroom officer; it may be serving as chairman or as a member of one of the eleven homeroom committees; it may be participating in the intra-mural program; it may be assisting some larger group interested in a school or civic project; or it may be participation in the homeroom meeting programs.

It is the aim of the organization to have a place for every pupil and every pupil in the right place. Nominations for officers are made by a committee consisting of the homeroom teacher and two members elected by the group. This committee considers the qualifications necessary for each office and then makes its nominations. Election is by written ballot. Members of the group are asked to consider their own qualifications and select three homeroom committees on which they think they are best fitted to serve. The officers and the teacher make the final selection and generally place each member on a committee of his own choice.

Programs for homeroom meetings are carefully planned. A teachers' committee composed of homeroom teachers and guidance counselors with the assistant principal as chairman, organized the material now being used. This material is revised each year, mimeographed and sent to the homerooms a few days before the homeroom activity period with the suggestion that it be used for the program on that day. They may use it or not just as they wish, but if any group decides to use something of their own choice it must measure up to the ideals set for this activity.

These programs are generally divided into four sections; first, opening period in which the exercises are closely tied up with the topic to be considered; second, business meeting consisting of secretary's report, committee reports and business related to the group's interest; third, discussion of suggested topic or one of their own choice; and four, the social program which is in charge of the

room entertainment committee. The success of the business meeting and the social program rests entirely with the officers and members of the group.

Guidance was foremost in the mind of the teachers' committee when it organized the material for these meetings. A slogan was adopted for each grade and the topics suggested for discussion are always centered around these slogans. Space will not permit the inclusion of a typical program, but the slogans and a number of suggested topics can be recorded.

Seventh grade.
Slogan—Know Your School
Suggested topics: Old Schools vs. Our School; Who Pays Our School Bills? Citizenship in School; Your Teachers; Learning without Books; Why I like or Dislike Junior High School.

Eighth grade:
Slogan—Know Yourself
Suggested topics: Success; The Economic Citizen; Service; Leisure Time; Good Health; Respect; A Good Life.

Ninth grade:
Slogan—Seek Opportunity
Suggested topics: Your Goal a Happy and Useful Life; Hobbies; The Changing World; Occupations; Seeking Opportunities; Why Go to High School; What Junior High School has Done for Me.

The homeroom teacher plays a very important part in these meetings. She guides, but keeps herself as inconspicuous as possible. She is responsible for the conduct of the group and for the good use of time. She must give helpful guidance to members and officers before the meeting and if necessary, while the meeting is in progress. She must ever bear in mind that the homeroom meeting should provoke thought and action from many individuals, not from just a selected few. The homeroom period provides one more opportunity for her to assist the school in rendering a personal service to each pupil.

This Job of Teaching Literature

LEWIS H. CHRISMAN
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SOME years ago in an attempt to explain to a class certain of Ruskin's social theories I was expatiating at some length on his teaching to the effect that some occupations are of value to society while the influence of others is negative. At a certain stage of the discussion I asked if there were any questions. Whether there were more than one I do not recall, but one of the questions asked that morning almost bowled me over. It came from a rather mature student and was stated with a most commendable conciseness, consisting of but six words: "What good are you to society?" I am inclined to believe that I devoted the rest of the period to an effort to reply to that laconic interrogation. Whether my answer was satisfactory to the class I do not know but personally I felt that it was a failure. Ever since, I have found myself wrestling with the problem again and again. Why are teachers of literature to be found on practically every teaching staff? Just what is a person trying to teach that subject supposed to do? What is the goal which he should strive to reach? What are the standards by which his degree of success, or failure, should be measured?

It is doubtful if there has ever been an article written on this theme which has not stressed the importance of inculcating an appreciation of good literature. The student who has not learned to enjoy it has not been successfully taught. The statement of "The Aims of the Teaching of Literature," as reported to the forty-fifth annual convention of the Modern Language Association held at Columbia University on December 28, 29, 30, 1938 by the "Committee of Twenty-four," contains this sentence, "Although the operations of the imagination are still imperfectly understood, it is clear that an important end of literary study is the enjoyment of life and art." A highly efficient superintendent of schools was once heard to say, "We are not successful in teaching literature. Instead of making students like it we cause them to hate it." It would be hard to imagine a more devastating indictment than this. Our chief consolation is that it never was universally true and that it is less so now than at any previous period in the history of education.

The chapter on "Former Teachers" in Irwin Edman's *Philosopher's Holiday* deserves to be read and reread by members of the profession which it discusses. In this connection it is interesting to note that Professor Edman mentions three teachers of literature. In writing of Michael Kelleher with whom he came into contact in the academic department of the College of the City of New York he says, "Mr. Kelleher was a born teacher of poetry. He did not

explain it; he communicated it by contagion." In the discussion of John Erskine we read, "Erskine's quality as a teacher was that of communicating by contagion; you felt the quality of the authors he talked about and books seemed to have something to do with life rather than libraries." Right here we find ourselves in direct contact with one of the fundamental principles having to do with the teaching of literature. It is communicated by contagion. In this field especially a real teacher has a good time while he is teaching. It can be laid down as a general principle that if a class is boring to a teacher the student finds it likewise. The teaching of literature is not simply intellectual. It is also emotional. The most pathetic educational exhibit with which I have ever come into contact was that of the ruthless butchering of Chaucer's *Prologue* by a man absolutely devoid of a sense of humor. Literature is preeminently the study that is "for delight." If it is not enjoyed, it is not taught.

But the development of the capacity for appreciation is by no means the sole aim in the teaching of literature. In fact, the idea of appreciation has been frequently made an alibi for careless, sloppy and utterly futile classroom procedure. The transmitting of knowledge as an educational aim is not to be thoughtlessly laughed out of court. As Montesquieu has said, "The first motive which ought to impel us to study is the desire to augment the excellence of our nature, and to render an intelligent being yet more intelligent." It goes without saying that a lack of knowledge is a serious impediment to intelligence. Matthew Arnold has succinctly stated that one of the hall-marks of a cultivated person is knowing "the best that has been thought and said."

That the teacher of literature should do his part here cannot be gainsaid. In recent years, nevertheless, the tendency has been to minimize this aspect of the matter. This has been a very natural revulsion against a certain type of pseudo-teaching once much more prevalent than it is today. Thirty years ago I visited an institution which called itself a "normal school," although its chief emphasis seemed to be upon cramming prospective teachers for their examinations. The man who was in charge of the work in literature almost fell over himself to show me a pedagogical device of which he appeared to be inordinately proud. It was a chart in American literature, the aim being, as its author told me, to get the "whole subject on one page." Of course, it was simply a conglomeration of names and dates, arranged for being mechanically committed. But it is unfortunate if our disgust with such performances blinds the eyes of educators to the indubitable truth that no subject can be even approximately mastered without some knowledge of it. Even in the field of literature we cannot teach unless we teach *something*. And the attainment of other generally accepted values is closely tied with the mastery of certain definite facts.

The report of the "Committee of Twenty-four" lays much stress upon the social values of the study of literature. For example, it says: "Literary history is undeniably one phase of social history. A work of literature is thus a document in the history of civilization." It also brings out the thought that literature through enabling the student to run imaginatively the gamut of human experience "makes him cognizant of the significance of personal and social relations in an immediate and dramatic fashion." One does not have to travel far in any American town or countryside to find those to whom the economic theories of Adam Smith, which Ruskin so completely pulverized in *Unto This Last* as long ago as 1860, are still the absolutely unquestioned social philosophy upon which our modern economic system is based. Such misinformed bigotry is without a doubt the result of ignorance. Nobody who has been really taught the literature of the nineteenth century will be the victim of this particular delusion.

The same principle holds elsewhere. In his baccalaureate sermon for 1938 President McConaughy of Wesleyan University uttered the following thought-provoking words: "Democracy depends upon two points of view vigorously presented; blind partisanship always narrows the mind. Fear, futility, mental blindness result." The study of literature brings the mind into contact with such a wide and varied range of thought that it almost inevitably tends to widen political horizons and banishes bigotry. This is true also in regard to narrow creedalism in regard to religion. Take a group of students who have had no contact with the enlightened thought of the centuries and let them study Milton or Carlyle or Tennyson and they will eventually find themselves living in a larger world. Professor Edman refers to another of his English teachers, Bird W. Stair, now a professor in the College of the City of New York, as using his English classes as "springboards to various ideas and as introductions" to the great world and the realm of the mind." Any effectively taught class does this, and there is no subject richer in pollen for the mind than literature.

One of the most valuable of recent educational books is *Literature as Exploration* by Louis M. Rosenblatt. The author tells us that the work seeks to answer two questions: "How can the experience and study of literature foster a sounder understanding of life and nourish the development of balanced, humane personalities?" "How can the teacher minister to the love of literature, initiate his students into its delights, and at the same time further these broader aims?" The title of the book is in itself descriptive of the aims and methods of literary study. The teacher of literature has to do with a subject which reflects all of the complexities of human relation-

ship. As Emily Dickinson has said:

"There is no frigate like a book,
To take us lands away,
Nor any coursers like a page
Of prancing poetry."

Literature extends the experience of him who studies it. Its educational values are those that result from the broadening and deepening of experience. "Our demand in literature," as Sterling A. Leonard once put it, "is not for facts but the reality of human experience." Right here lies one of the chief functions of the teacher. He must do his best to connect the content of that which he teaches with the experience of those whom he teaches. Without such a connection nothing is happening. Experience is enriched only through experience. Leonard tells of a boy reading Robert Frost's poem on blueberries and saying, "My lips and my teeth are all blue with them." He was having a genuine experience. To help students have this vital sense of literature is the main justification of the teacher. If he succeeds in doing this, other aims will take care of themselves.

Justice In Our Time

W. C. McGINNIS
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FREEDOM, liberty, justice, these are among the most precious words known to man. ". . . with liberty and justice for all" is a phrase familiar to all Americans. But we are not so familiar with the origin of our concept of justice.

It is the irony of fate and a harsh commentary on world civilization that the people who gave to the world our ideal of justice is the one people to whom, more than to any other, justice is denied, for civilization got its ideal of justice from the Jew. And it is more than passing strange that the nation that in these latter years is crucifying justice and with barbaric and murderous ruthlessness has proclaimed to the world that within her borders the Jew has no right or claim to justice, is Germany, for among the contributions of various peoples to the common store of civilization in days of long ago was Germany's burning zeal for liberty.

The Hebrew's conception of justice which he gave to the world is that justice is an attribute of God Himself. "Justice and judgment are the habitation of Thy throne." A reading of the old testament shows that in Psalm and prophesy the Hebrew proclaimed to the world the idea that justice is universal and eternal and that regardless of obstacles and reverses justice will prevail.

Contrast the ancient Hebrew's conception of justice with that of any other people. To the Hebrew justice was not a blind goddess weighing unseen things in the balances. Nor did he think of justice as holding the unsheathed sword of vengeance. No, to the Jew justice was not blind and it was not vengeful because it came from God and "His mercy endureth forever."

Here in America and in other lands where freedom, liberty and justice have not been abolished by a power-crazed and oppressive dictatorship the ancient Hebrew conception of justice is civilization's ideal of justice.

We all know that the great common store of the good that makes and sustains civilization is made up of the contributions of various peoples. These contributions were the ideals sought for and attained by different nations and handed on to us as a common heritage. They are the foundation of our civilization, and if the foundation is allowed to be undermined civilization itself will fail.

The history of mankind is the history of man's search for an ideal. Sometimes it was the ideal of beauty in art and literature, as with the ancient Greeks; sometimes it was the ideal of religion and justice as with the ancient Hebrews; sometimes it was the ideal of liberty as with the old time Germans; sometimes it was the ideal of constitutional government based on the rights of men as with the English; sometimes it was the ideal of a representative democracy and equality of opportunity as with Thomas Jefferson and the American colonists; sometimes it was the ideal of unity and liberty—"government of the people, by the people, and for the people"; sometimes it was the ideal of "a world safe for democracy" based on equality of opportunity, on the proposition that might does not make right, and on the brotherhood of man as with Woodrow Wilson and the American people of 1917.

The Jews have made other contributions to the welfare of mankind as in science, in medicine and in literature. The influence of the grand and beautiful language of the old testament has a predominant place in the literature of all the nations of the world. But the greatest contribution of the Jews to civilization is the Hebrew ideal of justice. The conception of justice that is accepted even if not practiced in the world today is the contribution of the Jew and it is the greatest contribution any people has ever made to the good in the common store of civilization.

The Jew may be driven up and down on the face of the earth; he may be driven out of his homeland as he has been driven out of Germany; he may be placed upon a ship upon the face of the deep with no port where he is allowed to land but nothing can ever erase from the pages of history the fact that it is to the Jew that the world owes its ideal of justice. And some day eternal and triumphant justice shall prevail for the Jew.

The N. E. A. at San Francisco

BELMONT FARLEY

Largely attended and replete with interest was this year's gathering of the National Education Association on the Pacific Coast

THE National Education Association convened its 77th annual assembly at San Francisco, July 2-6, 1939. Secretary Willard E. Givens announced the organization had reached an all-time high of 201,682 members. They were represented at the convention by 1,489 delegates, a near record for enrollment in the representative assembly of the organization. Thousands of non-delegate members attended nearly 70 sessions and listened to more than 700 speakers. A program innovation introduced by President Reuben T. Shaw substituting discussion groups for general sessions on one morning of the convention permitted the introduction of a larger number of topics and speakers than have likely ever before been presented on a National Education Association convention program.

In spite of the Golden Gate International Exposition, one of the special attractions of San Francisco as a convention city, sectional meetings and discussion groups were more largely attended than usual.

Responsibilities of the Profession was the theme selected by President Shaw for the convention. Emphasis was placed upon the obligations of the school in preparing youth for loyality to democratic ideals and effective service in the maintenance of the democratic way. In his keynote speech President Shaw cited the long acceptance by the profession of the part the school must play in laying the basis of self-government in enlightened public opinion, stressing, however, that teachers had never measured up to their possibilities either in the teaching of subject matter or in other phases of school life which contribute to an educated citizenry. He called upon delegates to unite in an effort to increase the qualifications of teachers, to promote their growth in service, and to develop a professional spirit.

Educational Support

The most critical problem discussed at the convention was that of school finance. In spite of recently adopted state equalization plans, revision of archaic tax systems and the institution of economy measures, adequate support for schools is now challenged by the demands of recently created public services. Among the agencies competing with the schools are old-age pensions established in accordance with the new federal social security law.

"The use of funds for other worthwhile social functions such as relief for the unemployed, social security, and old-age pensions has begun drastically to curtail the opportunities for the education of our youth," said Secretary Givens in his annual report, pointing to the fact that in one state the school year had been closed with teachers' salaries in arrears to the amount of more than five million dollars, that another state had reduced its state aid by approximately ten million dollars, another had transferred three million dollars from the school fund to the pensions for the aged and that still other states had diverted school moneys to other than educational purposes.

Adult Education

Adult education was a prominent topic at the convention. L. R. Alderman, director, Education Division of the Works Progress Administration, presided over a panel which discussed the work which this education program is doing throughout the United States. Speakers reported that two-thirds of the adult population of the United States have less than an elementary school education and that there are still more illiterates in the United States than college graduates.

Dr. Alderman presented important reasons for more extensive programs of adult education. Fathers and mothers need it for the sake of their children, since the child of unlettered parents starts all too frequently with the handicaps of malnutrition, disease, and a low standard of living. The nation needs adult education because every individual is a unit of wealth, and the nation can prosper only to the extent that it develops individual citizens. The unemployed need adult education to fill the void caused by idleness. Social stability requires adult education for the prevention of social disorders, crime and delinquency.

Among adult education activities, speakers discussed radio listening groups, increased interest in men's clubs and women's clubs,

music and little theater groups, forums and the educational projects of such organizations as the YMCA, the YWCA, and settlement house enterprises.

Special Education

Scores of speakers discussed the techniques and the material of special education, which is non-existent in some communities, an innovation in others, but of increasing importance with the acceptance of an educational philosophy which demands more consideration for individualized instruction. Speakers pointed to the inadequacy of opportunity for crippled children, called for the establishment of state schools where children from rural districts may acquire such vocational training as will enable them to make a living.

Noel Keys, University of California, championed the cause of the gifted child whose lot continues to be neglect and frustration in the lockstep of many school systems. "Our cities show nearly fifty times as many classes for the sub-normal as for the gifted," said Dr. Keys. "In New York City, boys in the highest 5% in intelligence rating receive on an average less than one-half a year longer schooling than the boys who rate in the lowest 5% on the intelligence scale. One-fourth of Oakland high school pupils with I.Q.'s above 120 do not go beyond high school," according to Dr. Keys. Solution offered by Dr. Keys was special ability grouping with definitely enriched curriculum for the top three or four per cent of ability.

Winifred Richmond, psychologist, St. Elizabeth's Hospital, Washington, D. C., urged greater attention to the personality of the special class child, stressing the fact that emotional immaturity and emotional defect are far more common than defective intelligence.

Vocational Guidance

Employment difficulties in recent years have focused attention sharply upon the functions of vocational guidance and placement. Speakers urged less specialization, greater flexibility, in vocational training so that when young people enter industry they may be prepared to do so in several types of work.

R. E. Rutledge, director, Oakland Vocational Schools, Oakland, California, evaluated programs now undertaken to prepare youth for making a livelihood. "The WPA has provided some jobs," said Dr. Rutledge, "but for youth has delayed entrance to private employment by paying wages suitable to highly qualified experienced workers. The CCC spends three times as much per trainee as a good vocation school and yet trains chiefly for manual labor. The NYA has been of inestimable value and should be more liberally supported. Its cost per youth is less than one-fourth that of the CCC."

The Teacher

The San Francisco convention devoted more than usual attention to teacher training, experience, qualifications and welfare. One of the principal sessions was devoted to professional organizations. Topics ranged from financing and enlisting plans of these organizations to their plans for conventions and exhibits.

EXPERIENCE: The Committee on Tenure reported a study of the experience of teacher graduates. Five years after commencement more than half of the graduates had taught in public schools all five years since graduation. Twenty-two per cent had left the teaching profession, nine per cent had not taught public school at all. Of those who left the profession sixty per cent left because of marriage, twenty per cent left because they could find no teaching position. Nearly one-third of the graduates who had obtained teaching positions had taught all five years in the same school system. Less than seven per cent of the teachers reported that they had been dismissed.

TENURE: Under the chairmanship of Donald DuShane of the Tenure Committee of the National Education Association, delegates from nine states reported state programs, problems, and legislation relating to the teacher's contractural status.

The annual report of the Tenure Committee, presented to the representative assembly by Dr. DuShane, related activities of the Tenure Committee in connection with the dismissal of twenty-two Oklahoma City teachers, twenty-two of whom had been re-appointed to their positions.

Centennial

An outstanding feature of the convention was the celebration of the teacher training's first hundred years. Teacher training in public-supported normal schools was begun by Cyrus Peirce, July 3, 1839, at Lexington, Massachusetts, near the Village Common where embattled farmers first stood in defense of New World ideals. On the anniversary, July 3, 1939, the Life Membership Dinner of the National Education Association was devoted to a review of the century in which teaching rose from a craft to a place among the professions. Caroline S. Woodruff, principal of the Castleton, Vermont, Normal School, past president of the National Education Association, familiar with the traditions and spirit of New England which gave first and greatest impetus to teacher training, made the principal address at the dinner. Honor guests included Ellwood P. Cubberley, dean emeritus, School of Education, Stanford University and Mrs. Anna K. Spero, member of the National Education Association for 62 years.

Tributes

Memorial tributes were paid to the late R. E. Offenhauer of Ohio, treasurer of the Association, and to the late Charles O. Williams of Indiana, member of the Board of Directors. Special memorial services were held in connection with the Sunday evening vespers.

Entertainment

The teachers of San Francisco and the Bay area entertained with the hospitality for which the West is famous. Convention visitors were taken on excursions to scenes of natural beauty and to historic

shrines in and around San Francisco. The teachers and pupils of the Golden Gate City produced a pageant, *The Span of Gold*, depicting history of the West.

Exhibits

The entire convention was organized around the exposition of school supplies held in the main arena of San Francisco's Civic Center Auditorium. The exhibits, generously provided with space and decorated so that each booth played a role in the general motif, attracted large numbers of San Francisco laymen as well as teachers.

Post Convention Study

The Department of Elementary School Principals of the National Education Association, following the convention, held the annual Conference of that organization, July 8-21, at the University of California. The Conference was under the direction of George C. Kyte, University of California. The Conference enrolled 378 members including principals, superintendents, teachers, and librarians.

Elections

Amy H. Hinrichs, principal of the Audubon School, New Orleans, Louisiana, unopposed candidate, was elected president. Past-president Reuben T. Shaw is ex-officio first vice-president. B. F. Stanton, superintendent of schools, Alliance, Ohio, was elected treasurer. Members of the Executive Committee elected by delegates were: John W. Thalman, superintendent of the Waukegan Township Secondary Schools, Waukegan, Illinois; Albert Shaw, teacher, Los Angeles, California; and Mrs. Myrtle Hooper Dahl, teacher, Minneapolis, Minnesota.

Members of the Executive Committee elected by the Board of Directors were: Fred D. Cram, Iowa State Teachers College, Cedar Falls, Iowa; re-elected, Helen T. Collins.

Edgar G. Doudna, secretary of the Board of Normal School Regents, Wisconsin, was re-elected a member of the Board of Trustees by the Board of Directors. Member of the Budget Committee to succeed Helen T. Collins is William B. Jack, superintendent of schools at Portland, Maine.

1940 Convention

The Board of Directors, receiving invitations from several cities, expressed first preference for Milwaukee as the convention city for 1940; second preference for Boston.

The Paradox of Children

HELEN LIDA HODGE
Underhill, Vermont

TO those of us, who, in one way or another, have had much contact with little children, one of the most arresting things about them, is the inconsistency of their minds. The paradox of their keenness, on the one hand; and their blindness, on the other; is both interesting and pathetic.

They are so quick in seeing where hesitancy or doubt on an older person's part can be used to their advantage. They have such great ability to draw fine distinctions in their relations with each other and with grown-ups, but they seem to have such total inability to put themselves, in any way, in another person's place.

The world seems made for them and the gradual process of learning that it is made for other people too, is both difficult and painful.

A child with brothers and sisters does get some inkling that he must sometimes consult their wants. But an only child, accustomed to have his entire household hang on his word, has a painful future. Ted was a lovable child in many ways, but he had always gotten what he wanted by screaming. At the first sign of any outburst on his part, somebody always rushed to get him what he wanted.

One day he was playing with several other children. He wanted a toy which Peter had, which Peter refused to give him. He began, "I'll scream if you don't give it to me."

Peter made no reply but went on playing with the toy while the rest stared at Ted with that peculiar, impersonal look which children have for each other when another's conduct seems unusual, but does not threaten their own comfort. He repeated his ultimatum again, a little louder. "I'll scream, I tell you, if you don't let me have that horse."

Again Peter paid not the slightest attention to him, but Dick looked at him speculatively. "I don't care if you do," he said. Ted glanced at him in absolute bewilderment. "You—you don't *care?*" he asked. "No", said Dick and turned away.

Ted's face went white and his eyes looked hurt almost beyond endurance. He made no outcry but the tears rolled down his face and he whispered to himself, "He doesn't *care* if I scream."

Children so often look at things from only one angle, and entirely ignore, or do not even see, all the other sides of it. And yet it does not seem wilfulness. Anything that touches them is so important, that anything that does not affect them, is non-existent, to their minds.

To us, as grown-ups, a fact is usually a fact. But to little children, with their great powers of imagination, and their habit of gilding the uninteresting with the magic brush of their fancies, a fact is so changed by the light their imagination sheds on it, that it entirely ceases to be its original self.

One day Ethel was drawing a picture. It was the usual childish scrawl. She held it up to show it to us all. To the adults, and apparently to the rest of the children, it showed nothing but meaningless lines. Yet she described the picture so vividly; the children picking flowers in the garden, the cat lapping her milk from her saucer, and she ended her description with the words, "And behind the window is my Mummy, and she is putting in water the flowers I picked for her this morning."

On the paper were wavering strokes, but to the eyes of the Childish creator, her picture was as satisfactory in every respect as that done by a great master in painting. And on every child's face, there was the same look of supreme satisfaction when each looked at her *own* work.

When two children have had a difference of opinion on the playground, often their stories entirely disagree. And yet many times, when I happened, without their knowing it, to see the whole thing, I have realized that each child was perfectly truthful, from his own point of view. It was as if each child saw only his tiny part of the whole, and each part was so unrelated to the part the other child saw, that it was as if they were separate things, not fitted bits of the puzzle which would make a perfect whole, when they were all properly assembled.

Among the children who played together there was a general agreement on the playground, that if one child had a swing and another wanted it, he was to ask politely for it, and the one in the swing, after waiting till he counted ten, was to give it up. One day Tommy and Frank came in, one very angrily accusing the other of not giving him the swing when he wished it. He was asked, "Did you ask politely?" to which both agreed he did.

Then the question was put to the other, "Why didn't you give up the swing after counting ten?" He said, "I was counting but I didn't get to ten", to which the other most indignantly replied, "You *weren't*. I waited and I waited and you did not give it to me. I counted ten and I counted ten." Finally after they both sat down quietly and cooled off, the one who had the swing said, "Well, I *was* counting ten. But I counted in my mind and I had not got to it yet."

It has been my experience that almost never, do children deliberately lie. I think I could count on one hand, in my many years experience with scores and scores and scores of children, the ones I was perfectly sure were telling an untruth. But it takes much more wisdom and much more patience and insight, than most of us have to give, to find out just why and where, they deviate from the normal reactions of an adult. Yet what is normal reasoning to grown-ups, is sometimes perfectly abnormal reasoning to a child. And likewise sometimes what seems abnormal in a child, is their normal way of looking at things.

One day I saw Mary come in from her work with a teacher, her face puckered with sobs and evidently perfectly miserable. She was asked what the matter was, and she said Miss Blank had sent her away from class. She was asked why and she said, "Well, Miss Bland asked us all to keep still just then and she said I talked."

"Did you talk?" the teacher asked, and Mary said, "No, I didn't," with a fresh burst of sobs.

"What made her think you talked, then?" the teacher continued.

"She said she saw me do it," with still more sobs. "She said she saw my lips move."

And the teacher answered, "But if she saw your lips move, don't you think you were talking?"

Mary flung herself down as she replied, "I made my lips move to fool her. I was *not* talking because I did not make any sound." Kate came in just then and she had evidently seen the whole thing in the class, for she said quite vehemently, "No, she was not talking. She did not make *any* sound."

Of course it is comparatively seldom, that children get the results of their own actions. Except in rare cases, somebody steps in to ward off unpleasant consequences. Since there is no incentive for them to look at things from another person's point of view, they continue to view the world solely from their own angle.

If the awakening were not such a painful process, we might let children live in their paradise as long as possible, but since suffering, as a result of this attitude, is almost sure to come sooner or later, we must, in some way and by whatever means fit the case, awaken their imagination and arouse their interest in the problems, needs and points of view of other people.

Sometimes dramatization of situations enables a child to become aware of the rights and needs of others.

Some children are helped by arousing their protective instincts through giving them the responsibility of a younger brother or sister.

Sometimes affection for a pet animal brings realization of its needs and feelings and this is carried over into their human relations.

By these various ways they can be helped to adjustment with others and by this, gain their own happiness.

Products of the Small Town School

GRACE THOMAS STRIBLING
Chicago

A LARGE number of our leaders in business, the professions, and government, are products of small towns or rural communities. This is true notwithstanding that city boys and girls and young men and women obviously have much the easier opportunity for development in practically every respect. Perhaps it is the old story of Mother Nature producing stronger and braver specimens where less pampering takes place.

As a former teacher in a small town high school, I often reflect with pride, however unmerited, upon my former pupils who are now forging their ways ahead in some of the country's largest universities, or who have made definite places for themselves in industrial centers hundreds of miles from their homes.

Many a teacher, even among the conscientious, in small town high schools, has thought to herself, "Oh, that is good enough. They will never go beyond this school, anyway." Time and again I caught myself thinking along that line, when "Irish" just could not keep his bookkeeping sets neat, or when "Beans" translated Latin with a tediously clumsy result. Perhaps only an hour or so before their first classes, these boys, and the girls too, had been milking cows or doing other heavy chores, in some cases miles from the schoolhouse. Was it not enough that they arrived on time with smiles on their faces and ambition in their hearts. They never asked for sympathy. They did not want it. They were eager to do the required scholastic work, and to do it with credit to their town. The various district and section contests proved that, for the students entered these with the greatest enthusiasm, even when it meant staying up and working at night much later than was good for them. I recall how pleased and thrilled my Latin class was one day when I read to them from Satullus, and put some verses on the blackboard for them to learn. "Oh, we thought Latin was nothing but Caesar and Virgil," they said. "It's so good to learn of something that's not in our lesson books."

It has become the fashion during these depression years for young men and women, unable to find employment in their home towns, to go off to a college or university, in the hope of earning at least school and living expenses while there. Fortunately, it has been possible for strong and capable young people to support themselves that way and get an education at the same time. But it is a difficult undertaking that not everyone can master. It means, in some cases, arising hours before the other students, hurrying off to a fraternity or sorority house, setting tables, appearing in fine fettle to serve breakfast, cleaning up the dining room after the meal is served, and then hustling off to morning classes. The same process is repeated at lunch time. The afternoon might afford time for classes, some study, and maybe a "coke" date, but dinner time soon comes around, and after that work is done the evening is much too short to give time for the heavy assignments which college professors have a way of heaping upon their victims. It is easy to see that the working college student must forego practically all extra-curricular activities, or else participate in them at the risk of broken health. The above is only one popular means of self-support indulged in by college men and women. There are countless other types of jobs filled by these students, many more difficult and less remunerative, but some easier and almost enjoyable. Among the latter type are positions in the business or administrative offices of the school, where the fortunate typist, for example, may do work for prominent school officers at a wage considerably higher than that paid her harder working classmates who wait tables, wash dishes, scrub floors, tend furnaces, and do countless other menial tasks including working as maids for the townspeople.

Perhaps, as many believe, it is the opportunity for employment in college communities that draws many young men and women from small towns and rural communities. Still, observation shows that even in days of farm prosperity these communities furnished, in proportion to their population, a much larger percentage of the country's college and university enrollment, than did larger towns and cities. Despite popular impressions to the contrary, it seems quite apparent that country folk have a greater respect and desire for general academic education, on the whole, than do city folk. The latter, quite naturally, are much more interested in vocational and technical training, but as a rule they take their higher learning only because it is handed to them and almost forced upon them.

Only one who has taught in a rural community or small town can understand the confidence and trust reposed by these people in their teachers. Not until that confidence and trust is betrayed do they ever really turn against a teacher. Young men and women starting their teaching careers in

rural communities or small towns would do well to grasp that point and remember it. In the final analysis, a note of sincerity in the teacher's work and interest in the community is practically all the taxpayers ask. Given that, they will overlook a multitude of sins and shortcomings. They will go to great lengths indeed sometimes at the risk of lowering the scholastic rating of their schools, to defend and keep a teacher who has met the sincerity test. On the other hand, the turnover of teachers in these schools is inclined to be great because they will not long tolerate insincerity, and too many beginning teachers go to small town and rural schools for experience only and with no intention of displaying any more than a passing interest in the community that will pay them their salaries. Such teachers are soon sent on, in many cases to be absorbed by city schools, where indifference is frequently tolerated, and in other cases to find employment in lines more suitable to their talents. By this peculiar process of selection, and without laying great emphasis on the educational requirements of their teachers, small town and rural schools have retained the services of many teachers who might well be called the leading educators of the day. In numerous cases they are teachers who have become so attached to the community that they would not leave it for higher paying positions elsewhere. Such teachers compensate for the treatment meted out by others who choose to use small town and rural schools merely as training ground for better positions. The latter type of teacher rarely exerts any lasting influence on the students she has left behind. But the small town or country teacher who has sincerely served a community lives forever in the memories of some of the world's greatest men and women.

Analyzing the Prospective Teacher

FRED M. SCHELLHAMMER
Evander Childs High School
New York

MUCH has been said and written concerning the importance of teacher personality and the means by which teacher training institutions may observe and improve it during the prospective teacher's residence at the institution. In order to find out the dependence placed upon the faculty of teacher training institutions for the collection of data concerning student personality, the writer sought information from 143 teacher training institutions in 42 states.[1] As a result of the data gathered the following observations concerning the use of the faculty report are presented.

The concept of the functions of the instructors of teacher training faculties has undergone a change in the last decade. Just as the modern teacher is expected to teach children and not classes, so the modern teacher training instructor is expected to develop teachers and not candidates for the teaching profession.

Efficient student personality evaluation is impossible without the complete cooperation of the faculty. The faculty, as classroom teachers and critic teachers in the practice teaching school, have more contacts with the students, have more opportunities to observe student actions and reactions, and have more evidence upon which to base judgments than can be provided by any other technique of personality evaluation.

It is for this reason that major dependence must be placed upon the faculty if personality study is to be completed and evaluations valid.

A majority of the teacher training institutions surveyed have initiated procedures involving faculty cooperation. In some cases personal evaluation as for the detection of students possessing obvious defects or outstanding characteristics. It is necessary, therefore, to distinguish between the faculty report to be used for diagnostic purposes by specialists dealing with problem students and the report made for the purpose of the personality evaluation of the student. The latter, of course, would include all data that may be used by the administration and would make the first procedure unnecessary. Where only special reports are requested, there are gaps in the personal evaluation of any one student, and the individuals who need aid are not noticed. It would be more rare for such results to occur if a standardized procedure were used in judging all students.

The type of report that deals with a limited number of students varies. One form asks for a general estimate of a student from a member of the faculty at the request of a member of the administration. Another reverses this procedure by having members of the faculty indicate to the administration those students in their classes who need guidance. In such forms the instructor refers to 'symptoms'

[1] F. M. Schellhammer, *Personality Evaluation and the Prospective Teacher;* Fordham University, 1938.

Wrong attitude, irregular attendance, poor physical condition, consistent lack of preparation, etc., are among the symptoms noted. A third form, similar to the preceding, is more complete in that instructors are asked for the "names of the students having qualities most undesirable for teachers of the elementary schools to possess." The faculty members are instructed not to allow themselves to be influenced by scholastic achievements but to base their selection of these students on their estimate of "undesirable attitude toward life; emotional instability; lack of qualities of leadership; lack of a reasonable amount of enthusiasm and vitality; disfigurement." In naming students, the faculty member must select one out of each fifteen students enrolled and list these students in order of lack of desirability. Diagnosis of the reports are made in a central research bureau.

Other institutions ask faculty members to report on students who are outstanding in scholarship and leadership qualities. These students are followed up and encouraged. Reports of this type give little information of the kind necessary for a complete program of personality evaluation.

Some institutions require more complete reports from the faculty but only for students varying much above or below the average. Others require a report on those students the faculty member knows very well. A procedure similar to this is one which requires students to be rated only by their major department instructors. Still others require a report by the faculty member on every student with whom he comes in contact.

There is little agreement concerning the qualities about which information is sought and concerning the forms used. The simplest report consists of notations on the back of the student's class record card. These notations refer to personality traits observed during the class periods. The extent of the information that may be gained on any one student by this procedure is, of course, variable.

A second type of form requests instructors to write one or more paragraphs on the student's moral, personal, social, and professional qualities, including his promise as a teacher. In addition, the faculty member is asked to list any negative qualities of which he is cognizant. He also states the subjects he has taught the student and his extra-curricular contacts with him.

A third type of form requires each faculty member to submit a quarterly report on the personality, scholarship, dependability, voice, and use of English of each student. In addition, a general estimate of the student as a prospective teacher is submitted.

Other forms make use of a descriptive rating scale. These forms, instead of using point rating scales, use descriptive phrases for the rating of the student's personality. If the faculty member has had no opportunity for observation of the trait, he notes that fact. In addition the anecdotal plan is used to corroborate the rating: i.e., the faculty member provides specific instances to substantiate his judgments.

It should be noted that not only do the methods of rating vary but also that there is great difference of opinion as to what qualities should be rated. Certain forms merely enumerate a group of traits or qualities; others group these specific traits under larger headings. Among the larger headings used those of mental traits, physical traits, emotional characteristics, general culture, and social traits, appear most frequently.

Members of the faculty can not be expected to report their judgments on all students in their classes for all traits that may conceivably enter into the students personality for the obvious reason that not all faculty members come into intimate contact with all their students. Reports should be made by faculty members on only those traits of the student that they have

(*Continued on Page* 250)

It Seems to Me

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

The Gist of Mental Hygiene

Don't let mental hygiene get you down. It's causing considerable indigestion now-a-days. You'd better keep the alkalizer handy.

Seriously, mental hygiene is important. It is essential to balanced personality and to happiness. Still it is simple. Too frequently elementary educational principles are made distasteful and impotent through verbose and pointless teaching. Prolixity beclouds an issue.

Mental hygiene is constructed around the conflict: an individual wants to do something; circumstances interfere with his progress; he succeds, fails or effectuates a compromise. Let's take an example: a boy wants to go to the circus; his parents object; much arguing and pouting ensue; finally he is permitted to go. This is a victory for the child and a defeat for the parents. The second possible outcome is a defeat for the child and the third, a compromise as, for example, the child's being permitted to go on condition that he mow the lawn.

There are two important considerations in connection with the conflict: (1) it may occur each day of everyone's life; and (2) the way each is decided has much to do with determining personality.

The child who wins all his conflicts becomes fretful, impudent, domineering; the one who loses them all grows afraid, inactive, distrustful of his powers; while the individual that experiences many compromises learns to recognize all viewpoints and to cooperate. Epitomized, a combination of difficult victories, complete defeats, and just compromises is essential to proper mental development. To grow strong the individual must face life as it is not as a delusion of flitting phantasies.

Teaching Is Such Fun

KATHERINE BRIDGES

MY heart sank into the very toes of my shoes as the train pulled into the village of ————, Georgia, and I glimpsed the throng of people assembled on the depot platform. How I dreaded the ordeal of their critical inspection! I was the new "schoolmarm," just past my twentieth birthday and college graduation. Yes, here I was ready to begin in my first position.

I set my hat at a more dignified angle; tucked an unruly curl out of sight; brushed over my cheeks and lips to be sure of no superfluous make-up. (For I had heard of official disapproval of cosmetics.) I then stepped bravely out to meet my fate.

A lank, sour-faced individual with a funereal aspect stepped forward to meet me.

"Ye be Miss Norwood, I take it," he said, as he picked up my suitcase.

"Yes," I replied, trying to appear very dignified to belie my youthful appearance.

"I'm Jess Miller, cheerman o' th' Board o' Eddication," he informed me. "I come to take ye to Miz Susie Hill's, whar ye'll board." He picked up my baggage and marched ahead of me to his somewhat battered "flivver."

I had a tender fellow-feeling for Joan of Arc as I suffered the severe scrutiny of thirty or forty pairs of eyes watching my every step.

"Pow'ful young," I heard someone comment. And "don't look strong enuff to lick them big boys," added another of my audience. I shall remember and love till my dying day the possessor of the *one* friendly smile that encouraged me —a scrawny, freckled-faced lad of ten.

I climbed into the flivver beside "Cheerman" Miller, and after much persuasion, the antiquated vehicle wheezed into a start. By now I heartily repented of not heeding an elder sister's advice— *not* to teach in a small-town school. But no one wants an inexperienced teacher, and one must begin somewhere. So my cherished ancestral courage asserted itself and forced me to stay on and see my bad bargain through. (Or was it the debt I owed for my college education that forced the decision to stay?)

"Now that we're acquainted, I reckin ye might jest as well be tole about our rules," my Cheerman announced.

I sank back in dismay. Well, let the worst come. It *did!*

"We don't let our young teachers have dates except on Friday and Saturday nights. Then ye must be in by ten o'clock. Ye kin go home or spend a week-end off every six weeks. Ye must be sure to go to preachin' ever' Sunday." He paused for breath, then continued his recital: "Our teachers allus take part in all church work, so ye will have to teach a Sunday School class. We have prayer-meetin' on Wednesday an' choir practice on Thursdays. Ye sing, don't ye?" he queried as an afterthought, peering at me over his spectacles.

"Not very well—not at all in public," I confessed.

"Fiddlesticks!" he snorted. "Deacon Bray will soon have ye outn yer timid ways. He's a pow'ful good choir leader, Deacon is."

I did not wish to discredit Deacon's ability, but I could not, not even by the wildest stretch of my powerful imagination, picture myself singing in public. My courage seemed doomed to ignominious defeat.

He continued: "We always keep our teachers divided even—the same number of Methodists and Baptists."

"But don't you ever have any other denominations?" I ventured.

"Eh, what?" He looked puzzled. "Oh, oh, no. 'Twould upset the balance. We ain't got but two churches—Methodists and Baptists."

"Oh," I murmured.

In a few minutes came another startling announcement. "Bein' as ye are to teach English, it will be part of your job to git up all the entertainments."

This was the last straw. (Or so I thought.) "You mean——"

"Plays, programs, Christmas doin's, Easter—all sich days."

As I recalled the large number of "sich days," Courage struggled to its unsteady feet, just at the count of nine!

He brought the flivver to a wavering halt in front of a small white house. He climbed out and seized my baggage.

"If I've forgot to tell you anything, I'll tell ye Monday. All us trustees will be there to see that you all get a good start. Oh, yeah," he paused dramatically at the picket gate, lowered his voice to a confidential pitch: "If I was ye, I'd be special nice to Jim Holly. His paw's on the board too. 'Course Jim ain't very bright, but it's best to keep on the good side o' his paw. Me an' Mr. Simmons ain't got no chillun in school, so ye kin jest be nice to *us*," and he laughed loudly at his jest. "But ye better be sho' to kinder pet Jim cause it'll help keep your job," he chuckled.

At that particular moment I was wishing with all my heart that I did *not* have my job. But at that early stage of the venture I was afraid to give the kind of reply I desired to, so I remained silent.

My landlady, a buxom woman

of about fifty, clad in grey calico, bustled out to meet me.

"My, I thought you was a little girl at first. You look too young to be teaching. I guess you'll have some pupils as old as you are. Maybe if you was to pull your hair back, slick-like, and don't use no paint or powder, you'll look older. That dress is mighty kiddish looking. Long sleeves allus make a body look older—" (Yes, even in hot September!)

Mr. Miller deposited my bags on the porch and departed, leaving me in the clutches of Mrs. Hill. Then I began to assert myself.

"Mrs. Hill, I am really older than you think." I defended as I followed her down a dingy hall to my room.

"I hope so," she replied rather sharply, as she opened the door of the last room.

"I'm putting you in the room with my little girl. She is just fourteen and a little backward, so I thought it would be good for her to be in the room with you where you can help her at nights with her lessons. Dottie's bright enough—she just ain't had a good teacher lately."

"But I expect to be very busy. In fact, I had hoped for a room alone," I vainly protested.

"Shucks, you couldn't find one in this town. I'm the only one as has enough spare rooms for all the teachers."

"And must they *all* board here with you?"

"Yes, the trustees allus make the teachers board here with me, because I take such an interest in them, and look after them so well."

"How nice," I muttered.

"Yes," she agreed amiably, utterly ignorant of the irony in my remark.

"But getting back to Dottie," she insisted. (I was trying to forget Dottie.) "Since you're Dottie's teacher, I thought best to put you all together. Some sort of visiting school inspector give all the pupils some sort of a examination. He said something about some trouble with Dottie's I.Q. but I don't believe it. My family is all healthy as bears. Ain't never been no diseases on my side of the house. If they's any weakness, it's from her Pa. But you watch her and see what you think."

I sank down upon the bed and weakly removed my hat. I was wondering how I could ever sleep on such a bed.

Mrs. Hill walked over and pulled back the cover to proudly display the mattress—plainly a home-made affair. She explained:—

"Dottie likes a hard mattress. This is one I made myself. I bet you never slept on a home-made corn shuck mattress before!"

I shook my head weakly—very weakly, in negation. And I resolved to let Dottie enjoy the shuck mattress alone, even if I had to swing a hammock in the room.

"Miss Barton, our last year English teacher, was awful curious about things. She wasn't elected back, you know," she advised significantly.

I merely nodded.

"Miss Petty wasn't elected back year before last. She whupped Jim Holly. His pa is on the Board. You better be nice to Jim, extry nice," she suggested.

"Mrs. Hill, I shall do nothing of the sort . . ." I began hotly.

She laughed. "Oh, yes, you will. All the young teachers feel like you do to start with, but they learn."

I grunted or groaned—probably both.

She sat in the one rocking-chair the room possessed, and began to rcok vigorously. "Is that a permanent wave you've got or is it natural?" she wanted to know.

"Permanent," I said between clenched teeth.

"Too kinky," she promptly decided. "I never had but one teacher with natural pretty curls—Miss Brown——"

I began to unfasten my suitcase. "Do you mind if I slip on a cooler dress?" I interrupted.

"My land, no. Do. Go right ahead and unpack. I allus watch the girls unpack. I love pretty clothes. Miss Barton had the tackiest clothes of all, but they say she supported her ma, probably took lots o' her money for that."

"Probably," I agreed. "Do you have waterworks, Mrs. Hill?"

"Oh, my land, no! But every Sat'day night I heat the big syrup kettle full o' water, and we all have a bath."

"In the syrup kettle?" I gasped.

"No," she laughed. "Each fellow totes in his own tub full, one to three bucketfuls,—not more'n three, or 'tain't enough to go round. Usually we go by the alphybet to take turns at the tub. Norwood, N—N—" she counted on her fingers, "that make you fifth to get your bath."

I could not reply—only thanked my stars that my name did not begin with Z!

"The tub's nice and big—my reg'lar wash tub. Oh, my land, Miss Norwood," she broke off. "You sure got too many clothes. You won't never need so many. You remind me of Miss Jones. She was young and had too many clothes, too—ten dresses, three coats, four hats, and——"

"Really, Mrs. Hill, I've never found my wardrobe larger than necessary."

"Well, I dunno. Oh! Your stocking's seam is crooked. That reminds me of Miss Brown——"

"You have a remarkable memory, Mrs. Hill."

"Oh, yes, I believe I have. I remember every teacher that's ever boarded here with me. By the way, did Mr. Miller tell you about the rules?"

"Yes, I think he told them all."

"Well, then, you know you're supposed to be in by ten o'clock on your two date nights, Friday and——"

"Yes, I know," I assured her.

"I see to it that they're in, too," she boasted. "I learn the walk of each teacher, so when I hear one coming down the hall I know which one 'tis. I sleep with my flashlight under my pillow so's I can see the clock and make sure what time each one comes in."

"But why must you know that?"

"Oh, the trustees like to check up once in a while. Miss Parker uster fool me. She'd take off her shoes and ease down the hall, so's I couldn't hear her, but I could peep through the keyhole and see when she was in bed." She rocked to and fro. "She wasn't elected back either," she announced dramatically.

At this moment there came a heavy footstep, an ominously dragging footstep down the hall. The door was flung open unceremoniously, and in walked—Dottie! Plainly mentally deficient, a grinning, gangling girl, an idiotic looking lass. That was my roommate, Dottie! The last straw!

My knees refused to render further support. I sank upon the bed in utter, abject horror.

▼

And thus went my initiation into the teaching profession. And incidentally, I *did* sleep upon that prized shuck mattress. For Mrs. Hill stubbornly refused to have it otherwise, even though I offered to buy a cot and furnish my own bedding. And too, I *did* get out'n my "timid ways" and found myself warbling my worst at their various programs, and horror of horrors, even at funerals! So much for the choir-leader, Deacon Bray!

Furthermore, puppet that I am, I find myself at the end of twelve years *still* selling my birthright of freedom for a mess of pottage, and very weak pottage at that! I am a combination janitor, nursemaid, entertainer, and teacher, all for the bargain counter price of $60 per month. $540 per year for one's freedom. And there are some who insist that we are too highly paid.

Of course, there are schools and schools, but there are always the inevitable Mrs. Hills and "Cheermen" Millers—always rules and regulations of one's personal interests, desires, yea, one's very soul to the domination of the "school boards."

Luckily, I have had no more Dotties as room mates, but other undesirables have been thrust upon me, and I dare not complain.

Nor is mine an isolated case. It is typical of rural and small-town schools. And every detail I've pictured is true—sadly true.

But, after all, when one really loves children; gets a thrill out of guiding them, teaching them—then, in spite of irksome rules and regulations, Mrs. Hills and "Cheermen," yes, despite them all—if your sense of humor survives, teaching is fun!

▼

This is an authentic account of my experiences, and the half has never yet been told.—K. B.

The Importance of Good Manners

GEORGE W. LYON

BELIEVE it or not, manners make the man; more than that, they make the successful man. We can't say that professors expert in the psychology of personality have ever determined with mathematical exactness the one greatest element in a successful career, but we would be willing to give good manners a relatively high rating.

An analysis of any successful life would show that several diversified elements combined in the right proportions to contribute to the person's success. It is seldom traceable to one quality alone. There can be no great success without a sound physical self joined to a good mentality on the axiom of the ancient Greeks and Romans: *Mens sana in corpore sano.* Another factor making for the success of the individual would be a perfectly functioning set of ductless glands, the glands regulating personality. A good education is essential, of course, but it should not tend toward the pedantry that may result from a Ph.D. degree, and loving learning simply as an end in itself. To all the above should be added a fair degree of culture, enough so that one can spend several hours now and then both pleasantly and profitably listening to grand opera or strolling through an art gallery or reading and understanding the classics.

All the above are desirable in a well-rounded personality for either man or woman, and yet all combined may not make for the fullest success in life. To the above must be added good manners, as an absolute necessity for either man or woman who would win the greatest success. Good manners will open more doors to opportunity than any other single quality of personality. There is abundant proof of this in the lives of successful men, particularly of those who have been compelled to make their way by their own efforts, unaided by pride of birth, wealth or social position.

In recent years education has most often been extolled as the direct road to success. It has too often been made a means to an end, and too often that end has been to attain only material success, a success spelled with the dollar sign thus: $succe$$. Any system of education that does not aim at a certain amount of culture—at least that minimum necessary for the fuller enjoyment of life and living—is a failure no matter how much material success ($succe$$) it may be capable of producing.

Our boasted public school systems, efficient as they are generally acknowledged to be, have often exhibited more *system* than *soul* in the education of our youth; have often instilled the idea that education is utilitarian and the direct road to wealth and influ-

ence, rather than the Greek ideal of developing a mind and soul alive to the appreciation of art, beauty and culture, as things valuable in themselves.

I started out by saying that manners make the man, and may often be the largest factor in his success. The world has many brilliant examples of men who had very little so-called formal education, but who became great by reason of an excellent and admirable natural disposition, native ability and personality, to which were added good manners, either natural or acquired. Two very good examples from our past history are Benjamin Franklin and Abraham Lincoln, and in the business world of our own day we could mention Charles Schwab and Henry Ford. None of these men received any great amount of formal education but all of them early discovered that a pleasing personality and good manners would open many doors to opportunity, and above all else enable them to manage and direct their fellow men in the fields of diplomacy, government, politics and business.

Our public school systems have given all too little attention to the matter of teaching good manners; indeed, more has been made of athletics than of good manners, and relatively few fine physical specimens have been developed in our high schools and colleges with little thought—comparatively little, at least—to the development of good manners in the great mass of the students. This is the more to be regretted, for in after-college life good manners will go farther toward winning success than will athletics.

It is pretty generally true that our private schools are more successful in teaching good manners than are our public schools. This ought not to be the case, but it undoubtedly is true. At least two elements favor the private schools both as regards instruction and training in good manners: first, they deal with smaller groups, making more individual instruction possible, and second, their students represent a more homogeneous group of young people who may have enjoyed better advantages of culture and environment. These facts point to the conclusion that the need for definite training in good manners in our public schools is greater than in the private schools that naturally attract those who are supposed to be to the manner born. This, however, is not always true, as many private school head masters and instructors know from experience. All young of the human species can be a little crude, crass and callous at times.

What Shakespeare said about greatness can be paraphrased to apply to good manners: Some are born to them, some achieve them, and some have good manners thrust upon them. A father *thrust* good manners on his daughter by sending her to an exclusive girl's school. Later the father proudly declared, "It cost me $10,000 to teach C——— to enter a room gracefully." It turned out to be a good investment, at that, as C—— later married a young diplomat, and now knows how to enter the presence of royalty with grace and dignity. In the past our wealthy American girls who were fortunate enough to be presented at the Court of Saint James', had to be given a course of training in preparation for the event. This practice lead to some abuses on the part of designing ones in London who made it something of a racket, pocketing good fees for coaching American girls in court etiquette. Queen Elizabeth with admirable Scotch thrift has put an end to this practice, and presentation at Court is no longer a money-making scheme. Indeed, our Ambassador to the Court of Saint James has discontinued the rather un-democratic practice of presenting wealthy American girls to their Majesties George and Elizabeth.

Millions of Americans will never need to worry about such matters as court etiquette, but all should know and practice the rudiments of good manners, especially since good manners cost only courteous and thoughtful consideration of others, and return good dividends paid in the social amenities, as well as in business and professional success. Once one has cultivated good manners for a considerable time, he can forget all about them, apparently, once they have become instinctive and spontaneous —the *easy manners* of the lady and the gentleman.

In conclusion I wish to add a Decalogue of Good Manners consisting of ten quotations from various authors, Lord Chesterfield among others:

1. Manners makyth man.
   —William of Wykeham, *Motto*, Inscribed on New College, Oxford, founded by him in 1380.
2. Manners make the man.
   —Defoe, *Complete Gentleman*, Pt. I, ch. I (1729).
3. The mildest manners, and the gentlest heart.
   —Homer, *Iliad*, Bk. XVII, L. 756.
4. Good manners are made up of petty sacrifices.
   —Emerson, *Letters and Social Aims*.
5. Never seem wiser or more learned than the people you are with.
   —Lord Chesterfield, *Letters*, 22 Feb., 1748.
6. A moral, sensible, and well-bred man
   Will not affront me, and no other can.
   —Cowper, *Conversation*, L. 193.
7. To the manner born.
   —Shakespeare, *Hamlet*, Act. I, sc. 4, L. 15.
8. It is not sufficient to deserve well one must please well too. Awkward, disagreeable merit will never carry anybody far.
   —Chesterfield, *Letters*, 22 Sept. 1749.
9. A man's own good-breeding is his best security against other people's ill manners.
   —Chesterfield, *Letters*, 9 Feb. 1750.
10. You must embrace the man you hate, if you cannot be justified in knocking him down.
    —Chesterfield, *Letters*, 15 Jan. 1753.

SEE DETAILS OF THE JOURNAL'S SHORT STORY CONTEST ON PAGE 219

CAN YOU WRITE AS WELL AS YOU EXPECT YOUR PUPILS TO WRITE?

IF NOT—GET THEM TO DO IT!

Classroom Clinic

By HARRY CLEVELAND MYERS, PH. D.

Readers are invited to consult Dr. Myers freely through this department as to matters of Child Psychology and Educational Procedures

Does Whipping Help The Laggard?

Q.—Is a teacher or parent ever justified in rebuking or chastising a child for failure in a recitation or any other mental process?

A.—No. In any such learning experience by the child, even a show of anger by the teacher or parent seems to be harmful. There may be times, however, when failure to conform as in failure to be at a certain place at a certain time, or to deliver a certain written assignment at a required time, could profitably be followed by punishment. But at the moment when the child is trying to learn to spell *busy*, for example, any failure he makes is punishment in and of itself, and sometimes disastrous punishment. Why add to it?

From a great many parents in different parts of the United States I hear of children, especially in the primary grades, being slapped or whipped for stumbling or lagging in reading, spelling or arithmetic—and in 1939!

Curiously enough, nearly all scoldings and punishments at school, even whippings, are in connection with mistakes in learning and at the very moment when the child is overwhelmed with discouragement or despair. It must seem to him that the scolder or punisher is a big bully kicking him when he's down. If rebukes and punishments at school were limited to behavior, annoying to the group, there would be very little of them.

It would be fine if teachers were to draw the line clearly between learning lag and failure on the one hand and anti-social behavior on the other. They are as far apart as the Atlantic and the Pacific. Many an item in behavior not obviously connected with a learning situation does not warrant punishment, if the child is understood.

Should Children Be Read To?

Q.—Is it a good thing for parents to read to the child after he begins going to school? Some teachers warn parents against reading to their children lest these children become too lazy to try to learn to read for themselves.

A.—There are some clinical records of poor readers in the early grades who have been read to a great deal at home, and I have run across a few such cases myself. Two of my own children were examples of this during the first and second grades. Yet we kept on reading to them, having begun before they were two years old. And when they entered school we were reading to them from materials of about fifth or sixth grade level.

During the third grade these children took a spurt in reading and soon became good readers. I have yet to find a child, not suffering from auditory or visual defects, who had been read to a great deal at home, who was a poor reader in the fourth or fifth grade. So highly motivated by all they have heard from books, they just cannot resist employment of the effort of digging it out for themselves, when there is no one to read for them.

Nor will the child so read to ever be a mere word reader. Neither will he feel the need to copy words and sentences from reference book as he grows older. He will read for meaning and what he reads he will choose to tell in language of his own. Nevertheless he will employ unawares many of the words, phrases and sentences he has often heard and enjoyed. See the gain in oral and written expression by the child whose parents have read a great deal to him from his early years.

Some day teachers will not only urge parents to read to their children while in school and before they enter school, but these teachers will also urge their children at school to read to their baby brothers and sisters at home so as to improve their own reading and to build up reading readiness in the younger child, not to mention the moral values to the older and younger child. Then these teachers will be motivating companionable learning by the entire family.

Books "Free" But Chained

Q.—What about those state laws and local school rules which forbid school children to take "free" books home from school?

A.—Of all public sins against homes and children, this strikes me as about the worst. In hundreds and hundreds of homes the school book is, perhaps, the only book ever seen. And before there were free school books most local school communities bought books for the indigent children who could take these books home as did any other child.

But now, with free text books for all, these poor children who once could have a book or two at home can have none. And yet the argument before state legislatures for free text books has been that all children might be able to have books. As it works out in many places it merely means that all children can have free books at school—where they probably need them least.

Even in certain states which do not forbid the taking home of free text books, many local school committees decree the forbidding, and hold each principal financially responsible for any book lost or destroyed. No school official should,

of course, have to bear such responsibility. There are effective ways of caring for the losses and placing parental responsibility. If public libraries allow children to take books home why can't schools?

Children in some school systems are not permitted to take books home for a "pedagogical" reason. The reason given is that if the primary child, for example, should take home his reader, he might learn something wrong or might not be interested in the reading work the next day.

Any reading methods built on such assumptions are of questionable soundness. Even if the child should learn the book by heart at home from hearing it read to him, he would all the more like to hear it the next day and would be the better prepared to learn the word symbols to fit his memory content. Anyway, with young children, familiarity does not "breed contempt" but eagerness for more repetition of those stories and series of words which have proved enjoyable.

Even if we grant that the child might lose something in reading skill—though I wouldn't grant so much—don't overlook the family companionship the book in the home may afford. What can take the place of it?

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All in the Day's Work

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Professor Emerson

I miss something this fall. I have a vacant, hungry feeling. I have had no recent visit with my old college history professor, Samuel F. Emerson, formerly of the University of Vermont. He spent his summers at Ocean Point, forty miles south of Augusta, and every year I would go down to see him. My visits are now a thing of the past; he died last winter at an advanced age.

This man, with his well-preserved health, sublime character, keen intellect, warm heart, and gracious ways was to me a unique source of joy and inspiration. My conversation with him last summer in his beautiful garden overlooking the sea will long be remembered. "Do you think there will be a European war?" I asked. "There ought to be," was the reply. "This man, Hitler, has bluffed long enough." To hear an old man like him advocating war surprised me. But I had a profound respect for his opinion. He could look back over history and judge the present and future by the past. He had a clear idea of world affairs and was absolutely sincere and outspoken.

As we looked out over the ocean I remarked, "I think that in spite of my fondness for the sea I love the mountains better. The sea often gets angry, roars, and seeks to swallow you up. But the mountains are friendly. They protect you from the winds. They provide you with water-power, lumber, and shade. They are strong and steadfast. I prefer the mountains."

"Ah," the venerable man exclaimed, "but the sea invites you. Right across here lies Spain. You can start from here and go to the ends of the earth. The sea appeals to the imagination. The sea suggests the infinite."

What a contrast! I was treasuring security and benefits while he was thinking of the stimulation and allurement of the mind.

No matter what may be their accumulation of wealth, colleges must remember that their chief glory will always be in having upon their faculties men like Professor Emerson.

What Youth Needs Most

As a vacation task I have been cleaning out the shed chamber at the old Vermont home which recently came into my possession. Among the many things which I found were the letters which came to me while at college. I did not know that they were still in existence but it appears that I brought home at the end of each year those that I had received, and my mother, who kept many things that most people would have destroyed, stored them away in a box.

The number of the different people who wrote to me was impressive. There were communications, not only from old schoolmates, but from former teachers and many adult friends.

Of course by far the greatest number of letters came from my mother, who not only during my college days but all the time since I left home wrote me, until her recent death, at least once a week.

I had to work my own way at college almost entirely but I had something better than money and that was the encouragement of many good friends and loved ones. It was the confidence that these people had in me that spurred me on.

What boys and girls need today more than anything else is to know that others have confidence in them and to receive generous encouragement. And they are looking especially to us parents and teachers.

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THE HITCH

"Frequent water drinking," sa the professor, "prevents your becoming stiff in the joints."

"Yes," said the co-ed, "but some of the joints don't serve water."

* * *

A FAST ONE

A Massachusetts boy told the teacher that his sister had the measles. The teacher sent him home and told him to stay there till his sister was well. After he had skipped joyfully away, another boy held up his hand and said: "Teacher, Jimmy Dolan's sister, what's got the measles, lives in California."

* * *

BRAIN WORK

An Irish soldier in France received a letter from his wife saying there wasn't an able-bodied man left, and she was going to dig the garden herself. Dan wrote at the beginning of his next letter: "Bridget, don't, under any circumstances, dig the garden; that's where the guns are."

The letter was duly censored, and in a short time a lorryload of men in khaki arrived at Dan's home and proceeded to dig the garden from end to end. Bridget wrote in desperation, saying that she didn't know what to do as the soldiers had dug up the garden.

Dan's reply was short and to the point—"Put in the spuds."

* * *

HE NEVER KNEW

First Scout (looking at a mummy in a museum): I wonder what this sign with these words "1187 B.C." means?

Second Scout: I bet that's the license number of the car that hit him.

* * *

IRISH LOGIC

"How's Ireland?" was the question once put to the famous "Tay Pay" O'Connor in America, at a banquet given in his honor.

"O, Ireland's in a terrible, terrible way," Mr. O'Connor replied.

With his fingers he traced an imaginary map on the table cloth.

"You see," he continued, "there's one religion in the north and another in the south, and they are continually at each other's throats." He paused and shook his head sadly, "I often wish they were all of them haythens, so they could live together like Christians."

* * *

POSTCARD POSTSCRIPT

A woman was on her way home from a holiday, and between trains in London dashed off a postcard to her sister.

"I hope I catch this train," she concluded hurriedly, and handed the card to a porter, asking him to post it.

When her sister got the message, it bore a neat, pencilled postscript: "She caught it. Respectfully yours, Porter.

* * *

CLOSE SHAVE

Indian (after examining ham sandwich purchased at city lunch counter)—Ugh! You slice um ham?

Counter Clerk—Yea, Chief? I slice um.

Indian—Ugh! Darn near miss um.

* * *

ALARMING

Sympathizer—"How's your insomnia?"

Incurable—"Worse and worse. I can't even sleep when it's time to get up."

The News Digest SECTION

Brazil Left W. F. E. A. Much at Sea

Unsettled political and cultural conditions were blamed by the Brazilian government for last-minute cancellation of the invitation given to the World Federation of Education Associations to hold its eighth biennial convention in Rio Janiero. Since arrangements had been made for a 15,000 mile cruise for more than 700 delegates from Canada and the United States, the expedition proceeded as planned, except for the fact that the convention program of discussions was held on board the steamer Rotterdam and during a one-day stop at San Juan, Puerto Rico. The journey included stops at fifteen ports of Central and South America. Brazil welcomed the delegates as cultural visitors, so that the trip was carried out as planned except for the change of dates and location for the speechmaking and conference sessions.

Education Costs Increase In N. H.

KEENE, N. H. — There are 777 schoolhouses in New Hampshire, according to a report of the State Board of Education presented to the superintendents and headmasters of the state at the annual Institute at Keene Teachres' College.

The report showed 11 schoolhouses were built during the year, 40 schools were consolidated and 21 closed by consolidation. The total school population dropped, but high-school registrations increased, the loss being in elementary-school pupils.

There are 2940 teachers employed, 17 less than a year ago. The average cost per pupil was $87.16, for elementary schools $70.70, and high schools $97.73.

Paul E. Farnum, administrative field agent, reported that the cost of education had increased in New Hampshire in the past 10 years with the exception of increased accessories, added transportation and greater cost of school supplies.

SAFETY HABITS TO BE TAUGHT IN ILLINOIS PUBLIC SCHOOLS

SPRINGFIELD, ILL. — Safety education is being made a part of the curricula in Illinois elementary and secondary schools this year, with the expectation that such training will be the ounce of prevention worth a pound of cure.

John A. Wieland, State Superintendent of Public Instruction, believing that safety teaching should be positive rather than negative, and that fear has little or no place in the safety program in the school, has emphasized the need of developing "those skills, knowledges, and appreciations in safety that are essential to a well-ordered and socially efficient life."

In order to do this he proposes to "develop a safety consciousness among those (teachers) in training and in service." To this end Illinois' plan was worked out by Don Cash Seaton, director of physical education and safety, with the aid of various safety agencies, chief of which were National Safety Council, and National Conservation Bureau.

Viewing the future of today's school as "complicated," Mr. Wieland's hope is, "by habit and attitude formation," so thoroughly to inculcate into these young minds the fundamentals of safe practice that they will be able to "discriminate between careless disregard of one's life and limb, and deeds of real adventure."

Teachers are advised "to utilize the daily experience, environment and problems of children as the approach to the study of safety," which "is something to be lived, not memorized."

Co-operation of parents and of all agencies and organizations interested in safety education is to be pushed.

A notable start has already been made in drive-safety through the joint efforts of the schools and the State Division of Highways. Over 600 schools now offer elective courses in driver education and 38 have duo-control cars for behind-the-wheel training.

Will Rogers Fund Goes to Colleges

LOS ANGELES, CALIF.—The Will Rogers Memorial Scholarship Fund, established recently at the University of California at Los Angeles, will begin to serve handicapped students next February.

A $125,000 check was given to Governor Culbert L. Olson, chairman of the Board of Regents of the State University, by Jesse H. Jones, chairman of the Will Rogers Memorial Commission. The money will be used to create scholarships for physically handicapped students.

The memorial commission is a group of citizens who, after the untimely passing of Will Rogers, accepted contributions from persons in all walks of life. The funds thus collected are being used to create living memorials to the American humorist.

In addition to the $125,000 scholarship fund at U. C. L. A., another $125,000 will go to the University of Oklahoma and $60,000 to the University of Texas. Will Rogers was closely associated with all three States.

5 One-Room Schools Auctioned In Jersey

HOLLAND TOWNSHIP, N. J.—Five one-room school houses, some of which are almost a century old, went under the auctioneer's hammer here recently over the protests of local residents. Four will be used as private dwellings and one will be made into a storehouse. Together they brought less than $8,000.

A hundred persons followed auctioneer Herbert A. Pelt from house to house. First the furnishings were knocked down; school desks, clocks, blackboards and other paraphernalia bringing but a few cents. Then the buildings were put up. Old time resi-

ST. LOUIS SURVEY OF SCHOOLS URGES PUBLIC TO AID CONTROL

ST. LOUIS, MO.—Greater opportunity should be provided for pupil participation in the government of public schools, Dr. George D. Strayer, professor of education, Teachers College, Columbia University, asserted recently in making public a 468-page report of the St. Louis (Mo.) school system.

The study examined every phase of the St. Louis schools. Implications for schools in America were drawn from this report by a committee of five nationally known superintendents.

It should be the goal of the school system as a whole, Dr. Strayer stressed so to manage that by the time pupils have reached the senior year in high school they are able to take over a major part of the responsibility for their own education and for their life together within the institution. Educators are urged to give pupils an opportunity to cooperate and work together in the classroom.

Continued use of school facilities by community groups was recommended. It was also proposed that a broader program of after-school recreation be developed to include clubs of various kinds. Above all, sympathetic understanding and efficient leaders are necessary for after-school recreation, the survey held. "The traditional pedantism of the classroom has no place in an after-school recreation club," it warned.

In the academic area, the survey suggests that more time be spent in reading and in using language, and less in learning about literature. It is suggested that much more guidance be given in magazine and newspaper reading and in movie and radio habits.

"Make work more individual," Dr. Strayer declares. "Suit it to needs of slow-learning, non-literary pupils, and to the superior learner and gifted pupil, as well as to the average student."

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dents, many of whom had learned their three "R's" at the schools and wanted at least one to be preserved for sentiment, were quickly outbid.

The schools were all used until last June, but have been superseded by a new central modern building.

Dozen Scholars To Study "Everything"

OGLETHORPE, GA.—Beginning this semester, twelve of this country's most promising high school graduates will undertake at Oglethorpe University an experiment in intellectual training which will not be completed for five years. They are to study eleven months each year on a course which is reminiscent of Sir Francis Bacon, and the results achieved may have beneficial effects upon the future of collegiate education everywhere.

After their five year course has been "completed", they will have listened to lectures, studied texts and references on every subject included in the vast curriculum of Oglethorpe University. There will be no talk of degrees or requirements of any kind. It will be an attempt to dispense to these young people all the knowledge now held by the entire faculty of Oglethorpe. No written quizzes as examinations, they will demonstrate their mastery of Bacon's province by teaching. As an example of what thoroughness is intended, the "examination" in foreign languages will include speeches in Latin, Greek, and *four* other present day languages.

Diet, hours of study and opportunities for recreation are to be carefully dictated.

Teachers' Federation Elects Dr. Counts

BUFFALO, N. Y.—The American Federation of Teachers, an A. F. L. affiliate, adopted unanimously a resolution endorsing the "progressive policies of the national Administration in regard to education and labor."

The resolution, one of several passed in the closing hours of the annual convention, asserted that the Roosevelt Administration, through the report of the President's Advisory Committee on Education, helped to arouse widespread interest in and support of Federal aid for education.

In his speech of acceptance Dr. George Counts of Teachers College, the new president, said:

"Our society is apparently going to go deep into a crisis. Just what form this crisis will take we do not know. We know that great battles for the values of democracy and of popular liberty are going to be fought in those months ahead."

He outlined a program of education "designed to sustain and advance the cause of democracy during this critical period."

The principal points of the program included the following:

1. Intensified support of all measures designed to reduce and ultimately remove inequalities of educational opportunity.

2. Reorganization and coordination of the tax structure of the nation on the principle of levying taxes according to ability to pay.

3. Establishment of the part of the school of the closest possible relationship with the democratic forces of the community and the formation of boards of education representative of the people.

4. Democratization of the organization, conduct and administration of the school.

5. Organization of the life and program of the school to develop in the pupil those traits and dispositions essential to the democratic way of living.

6. Support of all educationally sound measures, whether local, State or Federal, designed to promote the education of adults.

School Children "Adopt" U. S. Ships

JACKSON, MICH. — School children throughout the Nation have "adopted" more than 70 American seagoing vessels in an "Adopt a Ship" school program sponsored by the American Merchant Marine's Women's organization. To adopt a ship makes geography more fun. Ports of far-off Spain and Africa become more than black dots on the school map.

For instance, the fourth grade of the McCulloch School here adopted the steamship "Exmoor," of the American Export Lines. Official permission was given by the steamship company. The ship's officers wrote the fourth grade letters from foreign ports, telling of the Exmoor's travels, and bearing stamps for the children's stamp book.

"Besides increasing interest in geography," says Miss Jessie Huber, teacher of the fourth grade, "the 'Adopt a Ship' movement has helped greatly in advancing the children's knowledge of history, and has given them valuable practice in writing letters and using the English language correctly."

No individual may adopt a ship. The adoption must be made by an entire school class, according to the regulations set up by the American Merchant Marine's Women's organization.

World's Educators Make Suggestions

GENEVA. — A more international approach to the teaching of geography was urged on teachers the world over as a means toward better understanding when the International Public Education Conference met here.

The Conference this year had three main subjects on its agenda: The Teaching of Geography in High Schools; The Organization of Kindergartens; the Salary of High School Teaching Staffs.

The Conference declared that the formation of kindergartens or similar institutions should be compulsory for the State, while attendance should remain optional. Young mothers everywhere should be able to find in these institutions advice and even practical training. The teaching of reading and writing should be reserved for grammar or primary schools. The staff should be specially trained, and never considered as belonging to a lower grade than their colleagues of the primary schools.

These are, of course, only recommendations. But experience shows that Public Education authorities study them carefully and view them as a valuable contribution.

Most Teachers Single, Even Men

SAN FRANCISCO.—More than half the school teachers in the United States, both men and women, are unmarried, the National Education Association committee on the economic status of the rural teacher has found.

In a survey report to the N. E. A. convention the committee also observed:

More than 50 per cent of the teachers walk to and from school.

Only 52.8 per cent have living quarters equipped with bath.

The average salary of teachers in one-room country schools is about $675 a year.

Professional qualifications of rural teachers justify better salaries.

Housing facilities of most rural teachers are inadequate.

About 38 per cent have no good library available.

Responsibility for bettering conditions for rural teachers "rests upon local school board members, upon state and national legislators, and ultimately upon the rank and file of citizens everywhere."

Teachers of English To Meet Nov. 30

The twenty-ninth annual meeting of the National Council of Teachers of English Council will be held in Hotel Pennsylvania, New York City, November 30-December 2. For further information regarding the Council, apply to Winifred H. Nash, Massachusetts Representative, Public Relations Committee, Roxbury Memorial High School for Girls, Boston, Mass.

Stops Teaching Indians Spanish

WASHINGTON. — A step of far-reaching significance for all Pan America is being taken by the Mexican government.

Abandoning a futile struggle to make modern Mexicans out of millions of little and big Indians by educating them in the Spanish language, the government will now educate them in their own thirty-nine languages.

The Indians will be detoured toward progress, according to the new policy. By giving them alphabets in their own languages and native teachers, the government hopes to teach—what it has failed to teach in Spanish—lessons on hygiene, modern farming, child care, and better living generally. Spanish language is to be shelved, for the time. The Indians will learn Spanish more easily later, sponsors of the revolutionary plan are confident.

Dr. M. C. Towner to Head Huron College

HURON, S. D.—A new president will take over the administration of Huron College here this fall. He is Dr. Milton C. Towner, formerly Director of Admissions at Lawrence College (Appleton, Wns.) Huron is a Presbyterian coeducational institution with an enrollment averaging between 375 and 400, offering the B.A. and Bachelor of Music degrees. Dr. Towner succeeds Dr. Frank L. Eversull, recently elected president of North Dakota College of Agriculture.

A. R. Brubacher

ALBANY, N. Y.—The State College for Teachers has lost, through death, the inspiring leadership of Dr. Abram R. Brubacher who served as president since 1915. Dr. Brubacher came to this position from the superintendency of schools at Schenectady.

In addition to many other educational honors, he was a member of the advisory editorial staff of THE JOURNAL OF EDUCATION from the organization of that group in 1933. He was born at Lebanon, Pa., in 1870.

BENNINGTON CONFEREES STUDY COOPERATION IN EDUCATION

BENNINGTON, VT. — During early September 125 educators from all parts of the United States met at Beninntgon College, participating in a conference which has been unique in many respects. The purpose was to plan for the three and one-half year cooperative study of teacher education which is being sponsored by the Commission on Teacher Education of the American Council on Education.

It brought together a cross-section of American education, including groups which have rarely worked closely with one another, for the discussion of common problems. Included were schoolmen and college folk, educationists and subject-matter experts, representatives of teachers' colleges, arts colleges and universities, persons from urban, suburban and rural school systems. It was revealed that substantial agreements may be reached by such persons when they study common problems together.

The conference also emphasized the development of definite plans for cooperative but not unfiorm attacks upon the improvement of teacher education. Theories were not discussed as such but as bases for early action. The delegates left for home eager to report to their colleagues and to obtain their full participation in the basic study.

Finally, the conference was a democratic working conference. Every delegate was actively involved in the deliberations and in the formulation of plans and policies. Many participants remarked on the stimulating effects of the purposive, earnest attack on common and extremely important problems, made with an eye to the determination of practical next steps.

School Lunch Plan To Be Broadened

WASHINGTON. — The Agriculture Department has announced that free, hot lunches will be provided for 5,000,000 school children during the coming school year.

Officials said this would be done by expansion of the program under which the Government supplied all or part of the food for free lunches to 800,000 children in low income areas during the last school year. The food comes from supplies acquired by the Federal Surplus Commodities Corporation in its efforts to remove price-depressing farm surpluses from the market.

Educator Delivers Perfect Speech

COLUMBIA, S. C.—Dr. J. Rion McKissick, president of the University of South Carolina, has discovered a new and extremely popular method of speech making.

The method: Just don't talk.

Dr. Kissick was scheduled to speak at the recent centennial of Edgefield's historic courthouse.

He stepped to the microphone, facing several hundred persons, cleared his throat. Alas, the amplifying system was out.

The president bowed and stepped down without having uttered a word.

Later, 10 persons complimented him on his fine speech.

"The way to really put a speech over is to refrain from talking," Dr. McKissick said.

Portfolios By Pupils Of West Australia

PERTH, WEST AUSTRALIA. — Portfolios containing representative school work of pupils of West Australian schools were recently prepared for shipment to pupils of schools in France, Italy, and Greece by the Australian Red Cross Society for purposes of comparison.

Class work of pupils has been drawn upon for the portfolios, and each assortment depicts Western Australia, as studied in the schools. Geography lessons dealing with the country to which the particular portfolio is sent are included, together with language lessons in the language of that country.

Newspaper illustrations have been used to make up picture-versions of the State's capital, its rural activities and a number of country towns; and besides these and letterpress and school lessons there are included such everyday things as tram and bus tickets, postage stamps, and pennies.

Southern College Drops Football

BIRMINGHAM, ALA.—Birmingham-Southern College is playing its last football games this fall. After 1939, the more rugged sport will give way to an intramural athletic program. The college's planning board allowed only two choices—either drop competitive gridiron athletics or enter the field on a "big time" scale. President R. R. Paty chose the former.

BIRMINGHAM, ALA.—Birmingham-Southern College, which recently announced it would abandon intercollegiate football after the 1939 season, plans to erect a $100,000 gymnasium and swimming pool to carry out an intra-mural sports program.

L. N. Shannon, chairman of the college planning board, said the new program would be devised to touch the life of every student physically able to participate and would emphasize participation in sports and supervised body building.

School Aid Allocated By NYA

WASHINGTON. — Administrator Aubrey Williams has announced approval of $27,465,319 in National Youth Administration allocations for the next school year.

The money, divided into $13,494,164 for the school aid program and $13,971,155 for college and graduate aid, would provide part-time jobs for more than 450,000 needy students, Mr. Williams said. Participating schools include 1,650 colleges and universities, and 25,500 secondary educational institutions.

Boston School Year Sept. 15 to June 15

BOSTON. — Boston public schools will open on Sept. 15 and close on June 15 in the future, if the suggestion of Henry J. Smith, Chairmaan of the Boston School Committee, is translated into action. Because of warm weather in June and September, Mr. Smith proposed shortening the school year by one week at each end at a recent meeting of the School Committee, and asked the Board of Superintendents to investigate the idea and bring in a report.

The plan was not to apply this year, he explained, because arrangements for opening the school after Labor Day had already been made. It would involve re-shuffling the vacation periods during the school year, since the law requires 180 days of school. There are approximately three weeks of holidays scattered through the school year.

University Stresses Tests In English

COLUMBIA, S. C.—Stduents entering the University of South Carolina for the first time this fall had to brush up on their grammar.

Prof. Harry Davis, head of the English language department, said the faculty voted to "put teeth in" the degree prerequisite of a "proficient knowledge of English, both oral and written." He said there were "most noticeable deficiencies" found in students' spelling and speaking.

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Mrs. Morrow Named Acting Smith Head

NORTHAMPTON, MASS. — Mrs. Dwight W. Morrow, mother-in-law of Col. Charles A. Lindbergh, became acting president of her alma mater, Smith College, Sept. 1, upon the retirement of President William Allan Neilson.

Mrs. Morrow, whose three daughters also graduated from Smith, serves until a man has been selected as Dr. Neilson's successor.

Miss Annetta I. Clark, secretary of the board of trustees, of which Mrs. Morrow is senior member, said that "something like 100 candidates" are being considered for the presidency.

Five Dollar College Continues

BRIDGEPORT, CONN.—The Institute of Cultural Subjects, Bridgeport's $5 non-sectarian college taught by a volunteer faculty of Protestant, Catholic and Jewish clergymen, starts its second year this Fall.

The institute, founded last year by the Rev. Delmar S. Markle of St. George's Episcopal Church to enable adults to obtain a cultural education and to supplement their previous training at small cost, permits each student to take instruction in four different classes. Each of these meets thrice weekly, under a faculty who teach without pay.

Last year 108 of the 150 students who originally enrolled completed their courses.

State Collects Data On Population Trend

ALBANY, N. Y.—Two State departments have begun a two-year experimental program which may give vital statistics experts a long-sought key to accurate forecasts of population trends.

The Health Department hopes to find a valuable index of population ups, downs and migrations in the State school census, taken annually by rural districts and municipalities under direction of the Education Department.

The nearly-completed current census will be the first to group children by sex and age, said Charles L. Mosher, chief of the Child Accounting and Attendance Division of the Education Department. The Vital Statistics Bureau will be enabled thereby to study the proportion of a definite age group to total population. Statisticians thus may be able to measure probable effects of migration and other elements on total State figures.

Miss Elizabeth P. Thompson, senior statistician of the bureau, said that vital statistics workers have long been hampered by the necessity of basing estimates on the last Federal census figures in 1930. The proportion of children to total population does not change rapidly, she added, despite the known decreased birth and immigration rates.

From current census figures, Miss Thompson said, bureau attaches will forecast population changes for next year. In 1940-41, she explained, statisticians will be able to check the accuracy of estimates with the State census.

If the plan works, "advance guessing" on population trends will be possible automatically, year in and year out.

Dakota College Expands Course

SPEARFISH, S. D. — An eight-year fight to bring the benefits of a four-year non-technical college training within the reach of the young people of western South Dakota bore fruit this September as the Western State Teachers' College here opened its doors to juniors and seniors for the first time since 1931.

Elementary Field Not Overcrowded

MARQUETTE, MICH.—According to Professor Harry D. Lee of Northern State Teachers College, young women entering colleges this fall should train themselves for elementary and intermediate teaching. This is the one field in education which is not overcrowded, particularly for those with a degree. High School and special teachers are plentiful and will continue so for several years to come.

Camden School Pay Cuts are Invalid

TRENTON, N. J.—Salary reductions for 221 Camden school teachers during the past two years have been held invalid by the State Supreme Court. The court action followed a move by Camden authorities to continue pay cuts for 1937-38 and 1938-39 under legislation which expired only July 1, 1937, and which was designed to aid municipalities during the economic depression.

Florida School Finds Success

DAYTONA BEACH, FLA.—The University of Florida Trade and Industrial School closed its second annual summer school recently with a record of swift success.

The summer school was started last year as an experiment. It did so well, the State University and State Department of Education decided to continue it this year.

It was opened to meet the needs of training teachers in trade, industrial, and distributive education in the 12 states of the southern region; problems of the South have been emphasized.

Expansion of courses and teaching personnel brought teachers from 24 states and Puerto Rico for training this year.

Cooking Lessons At Boys' Request

STURGEON BAY, WIS.—Two new courses to be incorporated in the Sturgeon Bay high school this fall deal with man as a social being. The first has to do with family relations and the second offers chef training to boys. Basing their demand on the premise that schools should satisfy local needs, the boys of this Wisconsin city requested this instruction because they anticipate jobs in the galleys of lake freighters.

Snyder Succeeds Scott At Northwestern

EVANSTON, ILL. — "When a man reaches the age of 70, he's worked long enough at any job", was the valedictory remark of Dr. Walter Dill Scott who recently resigned the presidency of Northwestern University. After nineteen years of service, he has been succeeded by Dr. Franklyn Bliss Snyder, dean of the graduate school and former professor of English.

Alvin F. Pease

BOSTON, MASS. — Alvin F. Pease, head of the Winship Teachers' Agency for many years, died at his home in Malden on Sept. 16 after a long illness. Mr. Pease was 87 years of age. He was at one time associated with the JOURNAL OF EDUCATION but had severed that connection in 1925 to devote himself entirely to the conduct of the agency.

Book Reviews

A History Of Teaching

THE AMERICAN TEACHER. By Willard S. Elsbree, Professor of Education, Teachers College, Columbia University. New York, Cincinnati, Chicago, Boston, Atlanta, Dallas, San Francisco: American Book Company.

Why have not authors thought before to build the history of American education around the teacher, instead of the school?

Professor Elsbree has carried out that happy thought in happy fashion. His book, "The American Teacher" is a carefully prepared historic document, replete with information nowhere else so conveniently assembled for the student of pedagogy in the United States.

The account starts with colonial days and traces the growth of teaching as a profession down to the present hour.

Any one who reads this book will come away with a clearer understanding of the background and the present status of the teacher in our democratic society.

The text is interspersed with many illustrations from old magazines and other sources indicative of much purposeful research for this feature alone.

Professor Elsbree's new volume is a distinctive contribution to the literature of education.

American Panorama

SEEING OUR COUNTRY. BOOK I. By Walter B. Pitkin and Harold F. Hughes. New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

How we used to hate some of those excessively informing books which our well-meaning elders thrust upon us with the avowed intention of "improving" our youthful minds. Yet the fact remains that a book can be crammed to the brim with information and at the same time be good reading. Of this, *Seeing our Country*, the rewritten and re-illustrated edition of *Seeing America: Farm and Field*, is an unmistakable proof. It is a series of "little journeys," of children who go to typical and significant American scenes. For example, the Briggs children en route from New York to Pittsburgh stop at a wonderful farm in that far-famed, beautiful and fertile Pennsylvania county bearing the old English name of Lancaster. And in the same state they visit the anthracite fields near Scranton. One of their journeys takes them to the soft-coal regions along the Monongahela in West Virginia. Here they avail themselves of the privilege of seeing Mrs. Roosevelt's favorite social experiment at Arthurdale. And other children go on other journeys just as enlightening and as stimulating.

One would naturally expect these authors to give us a good piece of writing, and they do not disappoint us. Not the least valuable part of the book is the splendid collection of pictures which it contains. This reviewer confesses that he is several years older than those for whom *Seeing our Country* was prepared, but again and again he has found himself leafing through the volume for another look at these photographs. These pictures are not extraneous material dragged in for the purpose of making the volume attractive. They are an intrinsic and important part of it.

Mental Hygiene In the Classroom

EDUCATING FOR ADJUSTMENT. THE CLASSROOM APPLICATIONS OF MENTAL HYGIENE. By Harry N. Rivlin. New York, London: D. Appleton-Century Company.

From the very nature of the teaching process the teacher must weave the principles of mental hygiene into the patterns of his professional activities. But this is easier said than done. The human personality is both delicate and complex. In attempts at adjustment a bungler is likely to do untold harm. Moreover, the field of psychiatric study has become so complicated that the teacher is in danger of becoming hopelessly confused. These are some of the reasons which justify the existence of a book like *Educating for Adjustment* by Harry N. Rivlin, Assistant Professor of Education, New York University.

The book is intended for the teacher and supervisor and emphasizes the assisting of the pupil in his normal adjustments rather than the correction of major emotional maladjustments. There are "problem children" and there are also children with problems. Both of these groups need help, and the primary purpose of this work on the classroom applications of mental hygiene is to assist the teacher in developing skill in the meeting of such situations. The first part of the book summarizes the psychological principles which are essential for understanding the modern attitude toward the normal child. The second section deals in particular with problems. Some it discusses are mental deviations, physical difficulties, sex conflicts, unfortunate home and environmental problems. The theme of the third part of the book is the inter-relationship of mental-hygiene principles and classroom procedure. The chapters are followed by "Problems for Study and Discussion." These serve most admirably to bring the thought to a focus. All of these are highly practical and some of them intensely interesting.

Measuring Mentality

MENTAL TESTS — THEIR HISTORY, PRINCIPLES AND APPLICATIONS. Revised Edition. By Frank N. Freeman. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

It was about 1905 when the educational interest in tests may be said to have begun. A few years later certain teachers began to lay stress upon their practical value in schools. It was also during the first decade of the present century that Binet succeeded in developing the scale which has been of such high practical usefulness. The first edition of *Mental Tests*, by Frank N. Freeman, professor of Educational psychology, University of Chicago came in 1926. It was, as Professor Cubberly says in the "Editor's Introduction," the first adequate presentation of the topic in a single volume. Of course, the subject has not stood still during the last thirteen years. Consequently, the book has been rewritten to present the developments which have taken place in the field since 1926.

In the "Preface to Revised Edition" the author gives us a rather definite idea as to what changes have been made in the work. Although the general plan of organization is the same, the book has been made over. The initial historical chapters have been extended and brought down to date. In the chapters on the technique of mental tests much new material can be noticed. The somewhat technical chapter on "The Nature of Ability" has been rewritten. Just what is the explanation of the fact of

natural ability? Dr. Freeman summarizes what has been said upon this important theme, but he proceeds very cautiously and is careful to avoid the appearance of dogmatism. This edition is also replete with samples of different kinds of tests. The aim of the author has been to furnish a general introduction rather than to promulgate or defend theories in regard to the many mooted points which have arisen in connection with this field of knowledge.

Readable History

STORY OF OUR LAND AND PEOPLE. By Glenn W. Moon. New York: Henry Holt and Company.

If this generation of American school children does not learn history, it will be through no lack of excellent text-books. The typical text for use in this field in the high school and in the elementary grades is attractive in format, rich in illustrations and modern in pedagogical approach. This book in addition to the commendable qualities, which we find in many other texts in history, possesses certain merits which are distinctly its own. The style in which it is written deserves special comment. The author's vocabulary is exact, colorful and vigorous. The preface informs us that it has been twice checked, first against a well-known word list, and again, more practically, by using the manuscript in the classroom. Whenever new words are used their meaning is explained. In some instances quotations have been simplified in wording or in sentence structure, or both, in order to make their meaning perfectly clear. The *Story of Our Land and People* is an exceptionally readable book.

Another distinctive feature of the book is the extent to which the narrative form is used rather than the expository. This, though, does not mean that there is any failure to explain those aspects of our history which stand in need of such further explanation or emphasis. The element of biography also looms especially large in this book. The characters enter, play their parts and pass from the scene of action. The other figures appear and take their places in the drama of our national life. In the preparation of the volume an effort has been made to encourage the reading of more history as a pleasant and delightful pastime.

Poems for Pleasure

A BOOK OF POEMS. Selected and Edited by Oliphant Gibbons. Supervisor of English, Public Schools, Buffalo, New York. New York, Cincinnati, Chicago, Boston, Atlanta, Dallas, San Francisco. Ginn and Company.

A most happy selection and arrangement of poems for high school pupils, is this handy-size "Book of Poems" which Oliphant Gibbons has edited.

It is divided into three parts. The first part contains poems that appeal to somewhat younger pupils than do those in the second part. Part Three consists of longer poems—poems with a special fitness for reading aloud. Among these are Ancient Mariner, Deserted Village, Gray's Elegy, Snowbound, The Highwayman.

The keynote of the collection is enjoyment, beauty of expression and nobility of thought. To whet the appetite for more, rather than to dull it against poetry forever more, is the aim.

A feature of the brief biographic notes is the naming of other poems by the same author which the pupil might like to read if he has enjoyed the sample.

Put such an anthology in the hands of a teacher who loves poetry and understands and respects the minds of young people, and you will open gateways to fairy castles.

Getting Teacher Co-operation

ADMINISTERING THE TEACHING PERSONNEL. By Dennis H. Cooke, George Peabody College for Teachers. Chicago, Boston: Benj. H. Sanborn & Co.

An auspicious beginning of the proposed new "Educational Trends Series" has been made in this initial volume on "Administering the Teaching Personnel," written by Professor Dennis H. Cooke, who will edit the series.

How to have a smooth-running, effective school or system of schools through wise selection and guidance of the teaching staff, is the immensely practical concern of this book. It takes up certain problems which have been brought to the front by recent economic conditions—questions of selection, the requirement that local teachers be given the jobs or that married women be excluded. Arguments pro and con are taken up, presumably to orient the superintendent in his dealings with his board. But—whatever the board's decision or fixed ruling may be, the superintendent or principal must make the best of it. And Professor Cooke offers helpful suggestions on this point.

Such matters as the teaching load and its distribution, teacher absences and substitutes, salary schedules, and improvement of teachers in service are discussed in helpful terms.

Attractive in typography and enlivened with charts and cartoons, this volume gives promise of winning friends and influencing education.

Ninety Centuries Unrolled

UNITS IN WORLD HISTORY. By John T. Greenan and J. Madison Gathany. New York and London: McGraw-Hill Book Company, Inc.

Nine thousand years of the human race upon this planet—the span of mankind's recorded history to date—makes a large order for the author of a textbook to be mastered in a fraction of a high school pupil's study time for one short year. The task has proved so bewildering to many authors in the past that they have led the pupil—or have tried to drive him—through masses of details which could only be remembered while being read. Pupils were quite unable to follow the thread, if thread there was. It was like a tangled mess of strings having innumerable ends and hopeless knots.

"Units of World History," by Greenan and Gathany, now offered in revised edition, belongs to that newer type of history which selects major themes and treats them in a major way, avoiding those petty details which could only clutter the memory and cloud the perspective.

Equipped with all the desirable paraphernalia of a schoolbook—modern style—this resume of world events and movements brings out the significance of mankind's doings through the ages. Developments and changes in his manner of existence and of organization, aspiration and achievement—all this is graphically related. And history thus examined in the long view serves as somewhat of an antidote to pessimism. This particular text devotes considerable spaee to modern times and leaves its young readers with a reasonable challenge to do their parts in furthering progress.

Creation of such a text is in itself a gift to progress.

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ANALYSING THE PROSPECTIVE TEACHER

(*Continued from Page 235*)

observed. The difficulty in making reports of this type would decrease as instructors learned to be more observant and more alert to the personal attributes of the individuals whom they instruct. With such a procedure, reports of some members of the faculty would be more complete on certain students. These reports would supplement and complement one another.

The variability of the forms used in the making of the faculty report on students' personal traits is a healthy sign. Justification may be found for all forms and procedures used. Yet, if a decision is to be made on the best method of recording observations on personal attributes, the criteria of judgment must be their completeness and objectivity. Where the faculty is asked to report on a limited list of traits, where only those traits recognized must be reported upon, the difficulty of obtaining vaid faculty reports is reduced.

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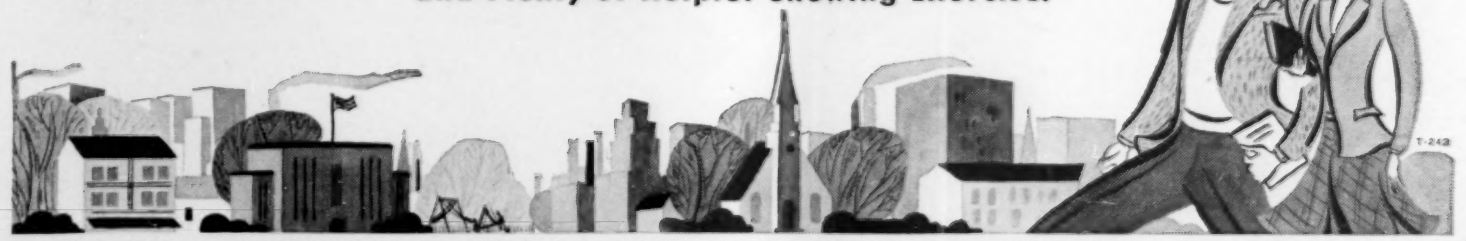

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